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ABSTRACT

In the middle western area of Pennsylvania, four model programs have been developed at the high school level to provide occupational orientation and preparation for the educable mentally retarded: The Community Based Work-Study Program, The Academic Special Education Program, The External Vocational Program, and The Internal Vocational Program. The study was undertaken to investigate the post-school employment success and selected characteristics of graduates from each of these programs. The opportunity was also provided for graduates to evaluate the effectiveness of their high school programs. The study was based on 183 (71 percent of the possible 259) graduates. Some significant findings included: a significantly higher proportion of successfully employed graduates had been enrolled in work study programs than in any of the other three programs; female special education students are not, regardless of program, being properly prepared for post-school employment success; the unemployment rate of the special education graduate is five times greater than the regular education graduate; driver education is of great importance; and placement services were successful in placing eight out of nine graduates. Data on 93 variables are presented in a number of tables, and 15 specific recommendations are made from them. (Author/PR)

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A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR SPECIAL EDUCATION HIGH SCHOOL PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71 and 1971-72

FINAL REPORT

VOC./ED. - PART "C"
RESEARCH AND RELATED
PROJECT # 19 - 2010

PREPARED FOR
MIDWESTERN INTERMEDIATE UNIT IV
BOARD OF SCHOOL DIRECTORS
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A FINAL REPORT

MIDWESTERN INTERMEDIATE UNIT IV
Maple Street, Grove City
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The work presented herein was performed pursant to a Grant from the Commonwealth of Pennsylvania, Department of Education, Bureau of Vocational Education, Part "C" Research and Related. Project #19-2010.

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The writers of the final report, Dr. Jack C. Dinger, Dr. Richard K. Myers and Dr. Robert A. Berner.

Phillip R. Phelps
Executive Director

I. INTRODUCTION

A. BACKGROUND OF THE STUDY

Midwestern Intermediate Unit #4 is located in the middle western area of Pennsylvania and is responsible for providing certain services to the twenty-two(22) school systems located in Mercer, Butler and Lawrence counties.

Special Education services have been developing within this area for many years. As a result of various local needs and resources available, four(4) administrative models have been developed at the high school level to provide occupational orientation and preparation for these students.

These four models include:

1. The Community Based Work-Study Program
2. The Academic Special Education Program
3. The External Vocational Program
4. The Internal Vocational Program

During the 1972-73 academic year, the administrative staff of Intermediate Unit #4 decided to determine which of these models was providing the most effective training for educable mentally retarded students. This data would permit them to be able to make recommendations to the school systems concerning the most effective high school programming for these students.

B. PURPOSE OF THE STUDY

This study was undertaken to investigate the post-school employment success and selected characteristics of graduates from four different types of high school programs for the educable mentally retarded in Midwestern Intermediate Unit IV, Pennsylvania, for the school years 1969-70, 1970-71 and 1971-72.

The primary purpose of this study was to determine the post-school employment success of special education graduates from four types of high school programs. This study was not intended as an evaluation of the four special education high school programs. Nonetheless, if the assumptions of this study are held to be valid; then the data generated will help determine which high school special education program has produced the greatest proportion of successfully employed graduates. This data is reported in Table I.

Another major aspect of this study was to provide an opportunity for the graduates to evaluate their own special education high school program in terms of effectiveness. These results are reported in Appendix C.

C. ASSUMPTIONS OF THE STUDY

This study rests upon three key assumptions:

1. The employability of an educable mentally retarded person is a highly specific attribute which is enhanced through participation in, and graduation from, a high school special education program.
2. The ability to predict the potential for employment of current students can be measurably strengthened by investigating the post-school employment success of recent program graduates.
3. The success of graduates from high school special education programs for the educably mentally retarded attests to the program's effectiveness in achieving its long-range objective of promoting the post-school employment success of its graduates.

D. DEFINITION OF TERMS

1. Special Education Graduate: A student who was enrolled for at least three years in a high school special education program with an I.Q. within the secondary EMR range having attained official graduate status.
2. Work-study Programs: A high school program in which students spend half the school day working on academic subjects and spend the other half placed at community job training stations. The program may operate during the junior and senior year or only the senior year and is directed toward development of good work habits and attitudes.

3. Academic Programs: A high school program in which students remain in school all day in a special education curriculum having less than ten periods per week of Industrial Arts or Vocational Agriculture instruction.
4. External Vocational Program: A high school program in which students divide their time approximately equally between academic subjects and vocational skill training provided by private agencies (Trade Schools). The program operates only during the senior year.
5. Internal Vocational Program: A high school program in which students remain in school all day in an approved special education curriculum having Industrial Arts or Vocational Agriculture instruction more than ten periods per week. This program may operate during the junior and senior year or only during the senior year.
6. Successfully Employed: Those graduates who have been employed for 70 percent or more of the available work time (AWT) since graduation and who have a current gross salary equal to or exceeding the poverty level income index.
7. Marginally Employed: Those graduates who have either been employed for less than 70 percent of the available work time (AWT) since graduation OR who have a current gross salary less than the poverty level income index.

8. Unsuccessfully Employed: Those graduates who have been employed for less than 70 percent of the available work time (AWT) AND who have current gross salary earnings less than the poverty level income index.

9. Poverty Level Income Index (October, 1972): Poverty income levels are based upon data provided by the U.S. Department of Health, Education, and Welfare:

Number	Farm	Non-Farm
Independent	$1800	$2100
Couple	2325	2725
Couple plus one child	2950	3450
Couple plus two children	3575	4200
Couple plus three children	4200	4925

E. RESEARCH QUESTIONS

1. What percentage of the graduates from the four types of high school special education programs for the educable mentally retarded for the years 1969-70; 1970-71 and 1971-72 attained successful, marginal, unsuccessful employment? (See results in Table I).
2. What significant differences exist in the percentages of graduates who attained successful, marginal, and unsuccessful employment when compared to the high school special education program from which they graduated? (See results in Table I).
3. What practical significances exist between selected characteristics of the graduates and their post-school employment success? (See results in Appendix A).

4. What are the descriptive characteristics of the subjects who graduated from the various types of high school special education programs? (See results in Appendix B).

5. To what extent do graduates perceive their high school special education program as having been helpful in preparing them for their post-school life and employment success? (See results in Appendix C).

II. METHODS OF THE STUDY

A. SUBJECTS

The study was made up of all 259 subjects who had graduated from four different types of high school special education programs for the educable mentally retarded during the 1969-70; 1970-71 and 1971-72 school years. The subjects all resided at the time of graduation in Butler, Mercer, and Lawrence Counties. The high school special education programs were located in twenty-two (22) school districts of which thirteen were operated by the local school district and nine were operated by the Intermediate Unit #4 Central Office. The subjects consisted of 259 graduates of which 71 percent (183) were included in this study. A complete description of the subjects is to be found in Appendix B: "Selected Characteristics of the Graduates Classified According to the Special Education Programs They Completed."

The data in Table 1 presents a breakdown of the number of graduates who participated in this study by county and by type of high school special education program from which they graduated.

TABLE 1

NUMBER OF GRADUATES, BY COUNTY AND HIGH SCHOOL SPECIAL EDUCATION PROGRAMS[1] FROM IU-IV FOR THE SCHOOL YEARS 1969-70; 1970-71 and 1971-72

County	No. of Work-Study Programs	No. of Graduates	No. of Academic Program	No. of Graduates	No. of External Vocational Programs	No. of Graduates	No. of Internal Vocational Programs	No. of Graduates
Butler	4	27	6	46	0	0	2	3
Mercer	4	30	4	18	0	0	4	5
Lawrence	0	0	5	15	1	39	0	0
Totals	8	57	15	79	1	39	6	8

The number of graduates who did not participate in the study and the reasons for non-participation were determined. The results appear in Tables 2 and 3.

TABLE 2

PARTICIPATION AND NON-PARTICIPATION OF THE GRADUATES SELECTED FOR INCLUSION IN THE STUDY

Graduates	Participated and Able To Use Data	Participated But Data Was Not Usable	Did Not Participate
259	183 (70.6%)	7 (2.7%)	69 (26.6%)

---

[1] The total number of programs reported on Table 1 (30) is greater than the total number of districts involved in the study (22) because some districts had more than one type of high school program.

TABLE 3

BREAKDOWN OF REASONS OF GRADUATES FOR NON-PARTICIPATION IN THE STUDY

Reason for Non-Participation	Number of Non-Participating Graduates	
	Number	Percent
In Military Service	7	10.1
In Jail	1	01.5
Attending Johnstown Rehabilitation Center	1	01.5
Moved (beyond reasonable distance to have interviewer travel)	23	33.3
Refused to Participate	10	14.4
Unable to Locate	27	39.2
Totals	69	100.0

B. PROCEDURES

1. The interview method of data collection was employed. A questionnaire was prepared, pilot tested and revised. The revised instrument was used by twenty-four(24) interviewers to collect data from 183 graduates (a copy of the questionnaire is located in Appendix D).
2. The interviewers employed for this study were special education teachers employed in the Intermediate Unit #4 and full-time graduate students from the Special Education Department of Slippery Rock State College.

3. The subjects were certified graduates from high school special education programs for the educable mentally retarded. A directory of the graduates was provided by the Intermediate Unit #4 Office.
4. The interviewers were provided with one day of in-service training by the researchers in the use of the interview questionnaire. A video-tape of a pilot test of the interview questionnaire with one graduate was shown with all of the interviewers. Specific guidelines for securing and recording all data were presented to the interviewers and thoroughly reviewed. (A copy of these "Guidelines for Interviewing" is attached in Appendix E.)
5. The data were collected by two-hour in-depth interviews over a three month period during the 1972-73 school year and recorded on optical scan sheets. These data were then transferred to IBM cards for computer analysis.
6. The data were analyzed with the help of the staff and computer center facilities of Slippery Rock State College.
7. Computer analysis was designed to provide:
   (a) descriptive data contrasting the type of special education program and post-school employment success
   (b) appropriate chi-square statistics for selected variables
   (c) computation of a matrix reflecting the intercorrelations of all 93 variables included in the interview questionnarie
   (d) linear regression data resulting from the input of thirty-two predictors of successful employment

8. Interpretation of the above data was provided by the three researchers of this study.
9. An overview of the significant findings of the study was presented to the interviewers and IU-IV Central Office personnel.
10. The final written report was presented to the Intermediate Unit IV Administrative Staff.

III. RESULTS OF THE STUDY

A. FINDINGS AND INTERPRETATIONS

1. Research Question No. 1:

   What percentage of the graduates from the four types of high school special education programs for the educable mentally retarded for the years 1969-70; 1970-71, and 1971-72 attained successful, marginal, and unsuccessful employment?

   (The data in response to this question is summarized in Table 4.)

2. Research Question No. 2:

   What significant differences exist in the percentages of graduates who attained successful, marginal, and unsuccessful employment when compared to the type of high school special education program from which they graduated?

The data presented in Table 4 indicates that a significantly higher proportion of successfully employed graduates had been enrolled in the Work Study Programs than in any of the other three programs included in the study.

In order to determine if the sex of the graduates had any influence on the significant findings reported in Table 4, the data were analyzed for each sex separately. The data in Table 5 reveals that when female graduates were removed from all four programs the male graduates of the Work Study Program continue to show a significantly higher proportion of successful employment than do

TABLE 4

NUMBER AND PERCENT OF GRADUATES BY POST-SCHOOL EMPLOYMENT SUCCESS AND TYPE OF HIGH SCHOOL SPECIAL EDUCATION PROGRAM

	Type of High School Special Education Programs								All	
Post-School Employment Success	Work Study		Academic		External Vocational		Internal Vocational		Graduates	
	N	%	N	%	N	%	N	%	N	%
Successful	40	70.1*	31	39.3	15	38.4	3	37.5	89	48.7
Marginal	1	1.8	2	2.5	0	0.0	1	12.5	4	2.1
Unsuccessful	16	28.1	46	58.2	24	61.6	4	50.0	90	49.2
Totals	57	(31.2)[1]	79	(43.1)	39	(21.3)	8	(4.4)	183	(100)

[1] Figures within parens indicate percent of total N-183

*significant at the .01 level

the graduates of the other three programs included in this study. No statistically significant findings were obtained for the female graduates. However, there was a tendency for female graduates from the academic and External Vocational Programs to show a high proportion of unsuccessful graduates.

TABLE 5

NUMBER OF MALE GRADUATES BY POST-SCHOOL EMPLOYMENT SUCCESS AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM[1]

High School Special Education Program	Male Graduates			Female Graduates	
	N	Successful	Unsuccessful	Successful	Unsuccessful
Work Study	56	30*	9	10	7
Academic	77	24	22	7	24
External Vocational	39	14	11	1	13
Internal Vocational	7	2	3	1	1
Totals	179	70	45	19	45

[1] Marginal Employment Success N-4 has been deleted

*significant at the .05 level

3. Research Question No. 3:

What practical significances exist between selected characteristics of the graduates and their post-school employment success?

The following items from the Interviewer Questionnaire were identified as having practical significance: Items No. 3, 18, 52, 70, 87, 91 and 92 are reported herein.[1] Other items related to Question 3 are to be found in Appendix A, "Selected Characteristics of Graduates and their Post-School Employment Success."

ITEM 3

NUMBER OF GRADUATES BY SEX AND POST-SCHOOL EMPLOYMENT SUCCESS

		Successful		Marginal		Unsuccessful	
Sex	N	No.	%	No.	%	No.	%
Male	117	70	38.2	2	01.0	45	24.5
Female	66	19	10.3	2	01.0	45	24.5
Totals	183	89	48.6	4	02.1	90	49.1

It is evident from the data in Item 3 that while one of every two males attained successful employment (59.8%) only about 1 of every three females were able to do so (28.7%). This suggests that female special education students are not, regardless of program, being properly prepared for post-school employment success.

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[1] Item number corresponds to the same question number on the interview questionnaire which is to be found in Appendix D.

ITEM 18

NUMBER OF GRADUATES BY SIBLING RANK AND POST-SCHOOL EMPLOYMENT SUCCESS

Sibling Rank	N	Successful		Marginal		Unsuccessful	
		N	%	N	%	N	%
Oldest	54	33	18.0	2	01.0	19	10.3
Middle	68	33	18.0	1	00.5	34	18.5
Youngest	55	22	12.0	1	00.5	32	17.4
No Siblings	6	1	00.5			5	02.7
Totals	183	89	48.6	4	02.1	90	49.1

The data in Item 18 indicates that the oldest child has a significant advantage in post-school employment success while the youngest child has a distinct disadvantage in post-school employment success.

ITEM 52

NUMBER OF GRADUATES BY POST-SCHOOL APPRENTICE TRAINING AND POST-SCHOOL EMPLOYMENT SUCCESS

Post-School Apprentice Training	N	Successful		Marginal		Unsuccessful	
		No.	%	No.	%	No.	%
Yes	28	22	15.3	0	00.0	6	03.2
No	155	67	36.6	4	02.1	84	45.9
Totals	183	89	48.6	4	02.1	90	49.1

The data in Item 52 shows that Post-School apprentice training resulted in a high proportion of successfully employed graduates. A high proportion of these graduates who experienced post-school apprentice training were found to be successfully employed. This finding was also statistically significant at the .01 level.

ITEM 70

NUMBER OF GRADUATES BY INTERVIEWER'S RATING OF GRADUATES PERSONALITY AND BY POST-SCHOOL EMPLOYMENT SUCCESS

Interviewer's Rating of Graduate's Personality	N	Successful		Marginal		Unsuccessful	
		No.	%	No.	%	No.	%
Excellent	13	8	04.3	0	00.0	5	02.7
Above Average	32	20	10.9	0	00.0	12	06.5
Average	80	41	22.4	2	01.0	37	20.2
Below Average	41	18	09.8	2	01.0	21	11.4
Poor	14	1	00.5	0	00.0	13	07.1
Not Applicable	3	1	00.5	0	00.0	2	01.0
Totals	183	89	48.6	4	02.1	90	49.1

The data in Item 70 clearly indicates that those graduates with poor personalities as rated by the interviewers were found with one exception to be unsuccessfully employed. There is a definite employment benefit to developing a desirable personality. The school program would be significantly aiding the student's potential for successful employment by providing instruction for development of these personality traits.

ITEM 87

NUMBER OF GRADUATES BY DRIVERS LICENSE AND POST-SCHOOL EMPLOYMENT SUCCESS

Graduates Having A Driver's License	N	Successful		Marginal		Unsuccessful	
		No.	%	No.	%	No.	%
Yes	127	77	42.0	1	00.5	49	26.7
No	56	12	06.5	3	01.6	41	22.4
Totals	183	89	48.6	4	02.1	90	49.1

The data in Item 87 points out the significance of a drivers license for successful employment. Driver Training would obviously be a worthy area for inclusion in the curriculum.

ITEM 91

NUMBER OF GRADUATES BY EMPLOYMENT STATUS AT TIME OF INTERVIEW AND POST-SCHOOL EMPLOYMENT SUCCESS

Employment Status at Time of Interview	N	Successful		Marginal		Unsuccessful	
		No.	%	No.	%	No.	%
Employed	113	78	42.6	2	01.0	33	18.0
Unemployed	61	8	04.3	2	01.0	51	27.8
In-School	9	3	01.6	0	00.0	6	03.2
Totals	183	89	48.6	4	02.1	90	49.1

The data in Item 91 indicates that the mentally handicapped in this study have an unemployment rate (33.3%) at about five times that of the nation as a whole which is commonly held to be at 6%.

ITEM 92

NUMBER OF GRADUATES BY PERCENT OF AVAILABLE WORK TIME AND POST-SCHOOL EMPLOYMENT SUCCESS

Percent of Available Work Time	N	Successful		Marginal		Unsuccessful	
		No.	%	No.	%	No.	%
70% AWT	89	89	48.6	0	00.0	0	00.0
50-69% AWT	27	0	00.0	4	02.1	23	12.5
25-49% AWT	13	0	00.0	0	00.0	13	07.1
0-24% AWT	18	0	00.0	0	00.0	18	09.8
Never Worked	36	0	00.0	0	00.0	36	19.6
Totals	183	89	48.6	4	02.1	90	49.1

The data in Item 92 reveals that 36 or about one out of five of the graduates in this study population has never worked (19.6%).

4. Research Question No. 4

What are the descriptive characteristics of the subjects who graduated from the various high school special education programs?

The data presented in Appendix B, "Selected Characteristics of Graduates and their Special Education High School Programs," provides the answer to this question.

5. Research Question No. 5

To what extent do graduates perceive their high school special education program as having been helpful in preparing them for post-school life and employment success?

The data presented in Appendix C, "Graduates Evaluation of Their Special Education High School Program," provides the answer to this question.

6. Additional Analysis of Data

In order to determine if post-school employment success could be predicted from selected characteristics of the graduates, a linear regression model was employed using thirty-two selected predictors. Table 6 reports the results of this analysis listing the nine items which were found to have some predictive value.

TABLE 6

MULTIPLE REGRESSION MODEL VARIABLES WHICH PREDICT POST-SCHOOL EMPLOYMENT SUCCESS

Interview Schedule Item Predictors	Variable	Percent of Variance Accounted for	Cumulative Variance Accounted for
87	Driver's License	9.9	
3	Sex	5.2	15.1
25	Program	4.0	19.1
12	Military Service	3.3	24.1
52	Post-School Training	2.8	25.2
70	Personality	2.1	27.3
73	Behavior/Manners	.2	27.5
18	Sibling Rank	.1	27.6
71	Articulation/Voice	.1	27.7

The data in Table 6 indicates the nine variables which account for only 27 percent of the variance.

The data suggests that a male graduate with a driver's license; from a work study program; with some post-school apprentice training; having an acceptable adult personality, behavior, and voice, will have a better chance than others at achieving post-school employment success.

In addition to the information presented thus far, data were summarized relative to the current salaries of the graduates by post-school employment success. This data is reported in Table 7.

Inspection of the salary information does not reveal any obvious differences of practical significance among programs or among post-school employment records. The data does suggest that those graduates classified as successful earned a slightly higher salary than those classified as unsuccessful; however, the practical significance of this difference is questionable. The small number of graduates (N=4) and lack of current salary information, does not permit an interpretation of those classified as marginal. Perhaps the most significant finding concerning the salaries of the successful and unsuccessful graduates summarized in Table 7 is that only one of the graduates (unsuccessful - Academic Program) reported a salary which is below the current poverty level. This suggests that the vast majority of the graduates (99.1%) are earning incomes which place them above the poverty level.

The jobs held, number of individuals holding each job, and computed annual wage for the graduates are summarized in Table 8. It should be noted that no attempt was made to validate the information provided by the graduates. Moreover, the annual wage information was computed from the hourly rate reported by the graduates, multiplied by an assumed average work week of forty hours by an assumed work year of fifty-two weeks. The actual annual wages earned by the graduates may be more or less than that reported in Table 8 due to lay offs, slow downs, terminations of employment, raises, etc. It should also be noted

TABLE 7

CURRENT SALARIES REPORTED BY THE GRADUATES, COMPARING PROGRAM AND LEVEL OF POST-SCHOOL EMPLOYMENT SUCCESS

(N=111)[1]

Program and Salary	Successful	Marginal[2]	Unsuccessful
Work Study			
N	35	1	5
$\bar{X}$ Salary	5,272.44	0.00	4,405.44
Mdn. Salary	5,200.00	0.00	3,620.00
Range	2,600.00 - 9,000.00	--	2,080.00 - 7,716.80
Academic			
N	25	2	17
$\bar{X}$ Salary	6,793.12	0.00	4,933.88
Mdn. Salary	6,200.00	0.00	4,492.80
Range	2,496.00 - 12,445.00	—	1,497.60 -10,400.00
External Vocational			
N	13	0	8
$\bar{X}$ Salary	4,636.02	0.00	5,291.00
Mdn. Salary	4,160.00	0.00	5,460.00
Range	3,328.00 - 7,072.00	--	3,328.00 - 6,968.00
Internal Vocational			
N	2	1	2
$\bar{X}$ Salary	5,896.50	0.00	5,872.50
Mdn. Salary	5,896.50	0.00	5,872.50
Range	3,473.00 - 8,320.00	—	4,840.00 - 6,905.00
Total N	75	4	32
Total $\bar{X}$ Salary	5,352.62	0.00	4,999.25
Total Mdn. Salary	5,200.00	0.00	4,815.20
Total Range	2,496.00 - 12,445.00	--	1,497.60 -10,400.00

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[1] The number of graduates does not equal the total number employed because salary information was not available for some graduates who were currently in the armed forces.

[2] Although two of the four graduates classified as Marginal are currently employed, specific salary information is not available due to the nature of the employment, i.e., one is on commission and the other is employed on the family farm.

that the job titles listed are those reported by the graduates which may or may not be an accurate description title of what the graduate was actually doing at the time of the interviews.

Due to the questionable accuracy of the information summarized in Table 8, no attempt at interpretation will be made other than to note the information and to note the variability of wages within a single job title. It is interesting to note that the total annual salaries listed in Table 8 are $589,650.00 which suggests that many of the graduates are contributing to the economic well being of their community rather than being subsidized by the community.

TABLE 8

JOB TITLES, FREQUENCIES, AND WAGES OF GRADUATES WHO ARE CURRENTLY EMPLOYED

Job Title	Number Employed	Wages
Laborer	16	$5848; 5636; 6240; 5886; 7904; 8320; 5678; 3328; 9000; 6240; 7321; 6427; 4160; 7716; 5096; 5512
Mechanic	6	5200; 5200; 8000; 6240; 5720; 4840
Welder	6	6240; 6136; 6864; 6240; 12,445; 8320
Cook and Cook's Helper	5	5720; 8320; 3744; 3432; 3744
Gas Station Attendant	5	4160; 8000; 3744; 6136; 4368
Janitor	5	4680; 3744; 6947; 4992; 3390
Maintenance	4	3328; 3614; 7176; 2648
Dish Washer	3	3744; 3473; 3640

TABLE 8 (Continued)

JOB TITLES, FREQUENCIES, AND WAGES OF GRADUATES WHO ARE CURRENTLY EMPLOYED

Job Title	Number Employed	Wages
Kitchen Work	3	$3640; 5324; 3432
Launderer	3	4680; 4160; 4492
Auto Body Man	2	4680; 6240
Babysitter	2	1040; 1040
Baker	2	4056; 4500
Farming	2	4160; 3432
Nurses' Aid	2	1497; 3328
Press Operator	2	4950; 4368
Stock Boy	2	3432; 5400
Utility Worker	2	3536; 10,400
Apprentice Contractor	1	5200
Assembly Line	1	6968
Avon Representative	1	Commission
Bed Washer	1	4056
Bench Hand	1	3328
Buffer	1	3740
Burner	1	8320
Bus Boy	1	2600
Butcher	1	4160
Car Washer	1	4160
Carpenter's Helper	1	5200
Carpet Cleaner	1	5240
Child Care	1	3640
Dry Cleaner	1	3321
Egg Washer	1	4160
Electrician's Helper	1	4160
Farm Equipment	1	4680
Food Server	1	5803
Fountain Girl	1	2496
Furniture Assembler	1	4680
Greenhouse Worker	1	3432
Grinder	1	7072
Machinist	1	4160
Magnet Man	1	4840
Man-hole Maker	1	5720
Milk Route (owns truck)	1	10,400
Milk Helper	1	8257
Paint Sprayer	1	6240
Painter	1	8320
Punch Operator	1	6905
Railroad Car Construction	1	8320
Reconditions Cars	1	3328
Sales Girl	1	Varies
Scrap Cutter	1	5449
Self-employed	1	3120
Shear Operator	1	6323
Shoveling Scrap	1	5928
Sort Metal	1	5200
Waitress	1	3536

An important variable concerned the method by which the graduate had obtained his current employment. Table 9 summarizes the information obtained from the graduates by the interviewers relative to this question.

Inspection of Table 9 reveals that the majority of the graduates (60.0%) obtained their current employment via the efforts of a friend (28.1%), a relative (20.0%), an agency (5.2%), or the school (6.7%). However, two out of five (40.0%) obtained their own current employment.

Interestingly, though the evidence is meager, the graduates who obtained employment via the schools tended to cluster in the successful group rather than the marginal and unsuccessful groups, and within the Work Study Program rather than any of the other three programs.

This finding may suggest that the schools should consider the possibility of developing placement services to assist graduates of special education programs secure employment. However, it should be noted that regardless of the method by which the graduates obtained their last employment, those who graduated from the Work Study Program and were successful, used each of the methods (other than Agency) more frequently than those who were marginal or unsuccessful.

TABLE 9

REPORTED METHOD BY WHICH GRADUATES SECURED THEIR CURRENT EMPLOYMENT; BY PROGRAM AND POST-SCHOOL EMPLOYMENT SUCCESS

(N=135)[1]

		Employment Record			
Method	Program	Successful	Marginal	Unsuccessful	Total
Self	A	9[2]	0	2	11
	B	17	0	14	31
	C	3	0	9	12
	D	0	0	0	0
	Sub-Total	29	0	25	54
Friend	A	14	1	1	16
	B	4	1	7	12
	C	5	0	2	7
	D	0	1	2	3
	Sub-Total	23	3	12	38
Relative	A	6		5	11
	B	3	0	5	8
	C	3	0	3	6
	D	2	0	0	2
	Sub-Total	14	0	13	27
Agency	A	0	0	9	9
	B	1	1	2	4
	C	1	0	2	3
	D	0	0	0	0
	Sub-Total	2	1	4	7
School	A	8	0	1	9
	B	0	0	0	0
	C	0	0	0	0
	D	0	0	0	0
	Sub-Total	8	0	1	9
	TOTAL	76	4	55	135

[1] The total number of graduates (N-183) are not included in the table due to the exclusion of those graduates who are unemployed, in school, or for whom the source of their securing employment was not reported.

[2] Note: Table 9 can be interpreted as follows: 9 of the 11 graduates of Program A (Work Study) who were classified as successful reported that their current employment had been secured by themselves rather than via a friend. relative, agency, or school.

It was satisfying to note that all graduates viewed their high school special education programs very positively as a preparation for solving everyday problems of life. Table 10 provides a comprehensive summary of this data. The only differentiation of any significance, between the graduates perception of the value of their high school programs was as follows:

1. Graduates of the WORK-STUDY programs rated their high school programs as being GREATLY HELPFUL.
2. Graduates of the Academic, External and Internal Vocational Programs rated these programs as being quite helpful.

TABLE 10

MEAN RATINGS OF THE GRADUATES' EVALUATION
OF THEIR HIGH SCHOOL PROGRAM
(BY ITEMS AND BY HIGH SCHOOL PROGRAM)

High School Program	Questionnaire Item Number													Mean Rating
	39	40	41	42	43	44	45	46	63	54	55	56	57	
Work Study	2.0	1.9	1.8	1.9	1.1	3.2	2.4	2.1	2.0	2.3	2.0	2.3	2.1	1.9
Academic	2.9	2.9	2.8	2.1	3.0	4.1	1.9	2.7	2.7	5.4	5.5	5.6	5.7	2.8
External Vocational	2.9	2.5	2.4	2.9	2.3	2.3	2.5	2.5	2.6	2.9	2.7	2.5	2.4	2.3
Internal Vocational	2.6	4.5	3.3	2.1	2.3	4.1	1.9	2.2	2.3	2.5	2.9	3.8	2.8	2.9

Rating Scale Value	Numerical Rank
Greatly Helpful	1
Quite Helpful	2
Fairly Helpful	3
Limited Help	4
No Help	5

Note: The lower the mean rating, the more highly the graduates regarded their high school special education program as contributing to their adult success.

IV. SUMMARY AND RECOMMENDATIONS

A. SUMMARY

The study was undertaken to investigate the post-school employment success and selected characteristics of graduates from four different types of high school special education programs for the educable mentally retarded in Midwestern Intermediate Unit IV for the school years 1969-70; 1970-71; and 1971-72.

Five research questions were posed:

1. What percentage of the graduates from the four types of special education programs for the educable mentally retarded for the years 1969-70; 1970-71; and 1971-72 attained successful, marginal, unsuccessful employment?
2. What significant differences exist among the percentages of graduates who attained successful, marginal, and unsuccessful employment when compared to the high school special education program from which they graduated?
3. What practical significances exist between selected characteristics of the graduates and their post-school employment success?
4. What are the descriptive characteristics of the subjects who graduated from the four types of high school special education programs?
5. To what extent do graduates perceive their high school special education programs as having been helpful in preparing them for their post-school life and employment success?

The potential population o f this study consisted of all 259 graduated from four different high school special education programs for the educable mentally retarded from the Intermediate Unit IV for the 1969-70; 1970-71; and 1971-72 school years. The graduates had resided in Butler, Mercer, and Lawrence Counties (Pennsylvania) and were located in twenty-two school districts.

The study was based upon a final population of 183 (71%) graduates who were interviewed and for whom usable information was obtained (seven graduates were interviewed but produced data that could not be used). An additional 69 graduates were not interviewed because they were not available for interview or could not be located.

The data for the study was obtained by twenty-four special education teachers who interviewed each of the 183 subjects for two hours employing an interview questionnaire developed specifically for this study. The interviews were conducted during a three month period during the 1972-73 school year.

A variety of statistical and non-statistical techniques were employed to analyze the computerized data obtained from the 183 subjects.

B. RECOMMENDATIONS

1. The Work-Study program, which seems to be producing the most successfully employed graduates, should be strengthened and expanded to include all students in the educable mentally

retarded program at the senior high school level. This program would replace the academic, internal vocational and external vocational programs now in use in some high schools.

2. Since the Work-Study experience proved so beneficial, schools should develop an in-school work-study experience program to develop the pre-requisite skills and attitudes to enable the students to profit even more greatly on the work-study program later.

   If there is no work-study program in the high school then an in-school work-study program would be a good first step.

3. In view of the extreme diversity of the current positions held by the graduates, it would seem desirable for the school to provide a wide variety of work experiences for students enrolled in special education programs to promote the broadest possible preparation for employment opportunities.

4. Since one out of every five graduates has never been employed, it would seem almost mandatory for the schools involved to determine the reasons for this serious situation. When limitations within the students or the training program have been identified it is highly possible that the curriculum can be modified to include experiences designed to counter-act these existing limitations and thereby result in a much lower unemployment rate in surveys of future graduates.

5. Since the unemployment rate is about five times greater for the special education graduate than for the regular education graduate,

it is suggested that post school programs for special education graduates should definitely be available. These people are just reaching their greatest potential for learning by the time of graduation. Since many would be entitled to free public education until age 21, vocational-technical adult schools, trade schools, or consumer education classes could be made available to enable these people to develop the additional skills which will make the difference between marginal adult existence and a more comfortable and successful life.

6. Female students in special education are not being adequately prepared for employment. The curricula of all programs need modification to include the appropriate content necessary for promoting the employment success of these students.
7. Based upon the data reported in Table 4, consideration should be given to not continuing the sending of female students to the external vocational programs now in operation since only 1 out of 14 such graduates was found to be successfully employed in this study.
8. Female students are not participating in significant numbers in the work-study programs. These students should definitely be enrolled in such experiences andhelp improve the relatively poor employment record reported by these female graduates.
9. Schools should strengthen the involvement of their students with other students in Home Rooms, clubs, social and athletic events within the school and encourage this social involvement in after-school functions in order to help develop their social skills, confidence and social acceptance.

10. There seems to be a less than desirable level of preparation of the graduates in the homemaking skill areas; hence, the school should attempt to increase the competencies in this area of the curriculum.
11. The data suggests a need for the curriculum of the school to stress the solutions to the persistent problems of daily living rather than the typically heavy concentration on academic skill development.
12. A sizable group of the graduates indicated their discontent with their preparation in reading and mathematics skills necessary for coping with their adult roles. This finding suggests a need for the school to alter the approach used in reading and math instruction to promote the application of math and reading to the solution of persistent life problems.
13. Many graduates appear to have a retarded social development as reflected in their dating pattern suggesting the need for the school to focus attention within the curriculum on counseling, social knowledge, grooming and sex education.
14. Driver education for all special education students must be greatly emphasized and made a mandatory component of the special education curriculum if employment, as well as driver safety, is to be a major long term objective of the school program.
15. The fact that eight of the nine graduates who secured employment with the assistance of the schools were successful, suggests a need for the schools to consider expanding their placement and job locating services for graduates of the special education programs.

APPENDIX A

SELECTED CHARACTERISTICS
OF SPECIAL EDUCATION GRADUATES
CLASSIFIED ACCORDING TO THEIR DEGREE OF
POST-SCHOOL EMPLOYMENT SUCCESS

ITEM 3

NUMBER OF GRADUATES
BY
SEX
AND
POST-SCHOOL EMPLOYMENT SUCCESS

SEX	N	Successful	Marginal	Unsuccessful
Male	117	70	2	45
Female	66	19	2	45
TOTALS	183	89	4	90

ITEM 4

NUMBER OF GRADUATES
BY
I. Q.
AND
POST-SCHOOL EMPLOYMENT SUCCESS

I.Q.	N	Successful	Marginal	Unsuccessful
91+	5	5	0	0
81 - 90	38	24	1	13
71 - 80	85	38	2	45
61 - 70	35	15	0	20
51 - 60	16	5	1	10
-50	4	2	0	2
TOTALS	183	89	4	90

ITEM 5

NUMBER OF GRADUATES
BY
AGE
AND
POST-SCHOOL EMPLOYMENT SUCCESS

AGE	N	Successful	Marginal	Unsuccessful
22	10	8	0	2
21	39	20	1	18
20	70	32	2	36
19	54	26	0	28
18	8	3	1	4
17	2	0	0	2
TOTALS	183	89	4	90

ITEM 6

NUMBER OF GRADUATES
BY
RACE
AND
POST-SCHOOL EMPLOYMENT SUCCESS

RACE	N	Successful	Marginal	Unsuccessful
White	168	82	4	82
Black	14	7	0	7
Other	1	0	0	1
TOTALS	183	89	4	90

ITEM 7

NUMBER OF GRADUATES BY RELIGION AND POST-SCHOOL EMPLOYMENT SUCCESS

RELIGION	N	Successful	Marginal	Unsuccessful
Protestant	123	57	2	64
Catholic	52	29	1	22
Other	8	3	1	4
TOTALS	183	89	4	90

ITEM 8

NUMBER OF GRADUATES
BY
MARITAL STATUS
AND
POST-SCHOOL EMPLOYMENT SUCCESS

MARITAL STATUS	N	Successful	Marginal	Unsuccessful
Single	137	65	4	68
Married	43	24	0	19
Separated	2	0	0	2
Divorced	1	0	0	1
Widow/Widower	0	0	0	0
TOTALS	183	89	4	90

ITEM 9

NUMBER OF GRADUATES
BY
NUMBER OF CHILDREN
AND
POST-SCHOOL EMPLOYMENT SUCCESS

NUMBER OF CHILDREN	N	Successful	Marginal	Unsuccessful
None	166	82	4	80
One	77	7	0	10
Two	0	0	0	0
Three	0	0	0	0
Four	0	0	0	0
TOTALS	183	89	4	90

ITEM 10

NUMBER OF GRADUATES
BY
DATING HISTORY
AND
POST-SCHOOL EMPLOYMENT SUCCESS

DATING HISTORY	N	Successful	Marginal	Unsuccessful
Engaged	15	10	0	5
Steady Date	24	10	0	14
Dates Frequently	26	15	0	11
Dates Seldom	34	15	2	17
Never Dates	41	16	2	23
Married	43	23	0	20
TOTALS	183	89	4	90

ITEM 11

NUMBER OF GRADUATES
BY
CURRENT HOUSING
AND
POST-SCHOOL EMPLOYMENT SUCCESS

CURRENT HOUSING	N	Successful	Marginal	Unsuccessful
Parent's Home	140	65	4	71
Rented Room/Apartment	22	11	0	11
Rented Trailer	3	2	0	1
Rented House	11	6	0	5
Own Trailer	7	5	0	2
Own Home	0	0	0	0
TOTALS	183	89	4	90

ITEM 12

NUMBER OF GRADUATES
BY
MILITARY SERVICE
AND
POST-SCHOOL EMPLOYMENT SUCCESS

MILITARY SERVICE	N	Successful	Marginal	Unsuccessful
Female	66	19	3	44
Never Contacted	81	49	1	31
Called/Rejected	21	12	0	9
Called/Inducted	1	1	0	0
Volunteered/Accepted	8	5	0	3
Voluntered/Rejected	6	3	0	3
TOTALS	183	89	4	90

ITEM 13

NUMBER OF GRADUATES
BY
MILITARY DISCHARGE
AND
POST-SCHOOL EMPLOYMENT SUCCESS

MILITARY DISCHARGE	N	Successful	Marginal	Unsuccessful
Honorable	5	3	0	2
Medical	4	1	0	3
Dishonorable	0	0	0	0
Does Not Apply	174	85	4	85
TOTALS	183	89	4	90

ITEM 14

NUMBER OF GRADUATES
BY
PARENT'S MARITAL STATUS WHILE GRADUATE WAS IN HIGH SCHOOL
AND
POST-SCHOOL EMPLOYMENT SUCCESS

PARENT'S MARITAL STATUS	N	Successful	Marginal	Unsuccessful
Married	151	74	3	74
Separated	11	8	0	3
Divorced	5	1	1	3
Widow/Widower	16	6	0	10
TOTALS	183	89	4	90

ITEM 15

NUMBER OF GRADUATES
BY
HIGHEST GRADE COMPLETED BY GRADUATE'S MOTHER
AND
POST-SCHOOL EMPLOYMENT SUCCESS

HIGHEST GRADE COMPLETED BY GRADUATE'S MOTHER	N	Successful	Marginal	Unsuccessful
Special Education	0	0	0	0
8th Grade or Less	55	29	1	25
Some High School	61	28	2	31
High School Graduate	62	29	1	32
Some College	4	2	0	2
College Graduate	1	1	0	0
TOTALS	183	89	4	90

ITEM 16

NUMBER OF GRADUATES
BY
HIGHEST GRADE COMPLETED BY GRADUATE'S FATHER
AND
POST-SCHOOL EMPLOYMENT SUCCESS

HIGHEST GRADE COMPLETED BY GRADUATE'S FATHER	N	Successful	Marginal	Unsuccessful
Special Education	0	0	0	0
8th Grade or Less	79	45	2	32
Some High School	61	22	1	38
High School Graduate	37	21	1	15
Some College	4	0	0	4
College Graduate	2	1	0	1
TOTALS	183	89	4	90

ITEM 17

NUMBER OF GRADUATES
BY
NUMBER OF SIBLINGS
AND
POST-SCHOOL EMPLOYMENT SUCCESS

NUMBER OF SIBLINGS	N	Successful	Marginal	Unsuccessful
0	5	0	0	5
1 - 2	46	22	0	24
3 - 4	34	14	1	19
5 - 6	40	20	1	19
7 or More	32	18	1	13
Omits	26	15	1	10
TOTALS	183	89	4	90

ITEM 18

NUMBER OF GRADUATES BY SIBLING RANK AND POST-SCHOOL EMPLOYMENT SUCCESS

SIBLING RANK	N	Successful	Marginal	Unsuccessful
Oldest	54	33	2	19
Middle	68	33	1	34
Youngest	55	22	1	32
No Siblings	6	1	0	5
TOTALS	183	89	4	90

ITEM 19

NUMBER OF GRADUATES
BY
FATHER'S OCCUPATION WHILE GRADUATE WAS ATTENDING HIGH SCHOOL
AND
POST-SCHOOL EMPLOYMENT SUCCESS

FATHER'S OCCUPATION WHILE GRADUATE WAS ATTENDING HIGH SCHOOL	N	Successful	Marginal	Unsuccessful
Unemployed	12	5	1	6
Unskilled	47	21	0	26
Semi-Skilled	66	29	3	34
Skilled	32	21	0	11
Professional	6	3	0	3
Omits	20	10	0	10
TOTALS	183	89	4	90

ITEM 20

NUMBER OF GRADUATES
BY
MOTHER'S OCCUPATION WHILE GRADUATE WAS ATTENDING HIGH SCHOOL

AND
POST-SCHOOL EMPLOYMENT SUCCESS

MOTHER'S OCCUPATION WHILE GRADUATE WAS ATTENDING HIGH SCHOOL	N	Successful	Marginal	Unsuccessful
Unemployed - Housewife	139	68	3	68
Unskilled	21	9	1	11
Semi-Skilled	16	9	0	7
Skilled	5	1	0	4
Professional	1	1	0	0
Omits	1	1	0	0
TOTALS	183	89	4	90

ITEM 21

NUMBER OF GRADUATES
BY
HOME ENVIRONMENTAL STATUS
AND
POST-SCHOOL EMPLOYMENT SUCCESS

HOME ENVIRONMENTAL STATUS	N	**Successful**	**Marginal**	**Unsuccessful**
Urban	52	24	1	27
Suburban	45	18	0	27
Rural	86	47	3	36
TOTALS	183	89	4	90

ITEM 22

NUMBER OF GRADUATES
BY
AGE OF PLACEMENT IN SPECIAL EDUCATION
AND
POST-SCHOOL EMPLOYMENT SUCCESS

AGE OF PLACEMENT IN SPECIAL ED.	N	Successful	Marginal	Unsuccessful
6 - 7	34	16	0	18
8 - 9	59	22	2	35
10 - 11	32	15	2	15
12 - 13	23	16	0	7
14 - 15	27	15	0	12
16 - 17	8	5	0	3
TOTALS	183	89	4	90

ITEM 23

NUMBER OF GRADUATES
BY
YEARS SPENT IN SPECIAL EDUCATION
AND
POST-SCHOOL EMPLOYMENT SUCCESS

YEARS SPENT IN SPECIAL EDUCATION	N	Successful	Marginal	Unsuccessful
3	12	8	0	4
4 - 5	31	18	0	13
6 - 7	30	15	0	15
8	22	9	1	12
9 - 10	51	21	2	28
11 - 12	37	18	1	18
TOTALS	183	89	4	90

ITEM 24

NUMBER OF GRADUATES BY DISTRICT/INTERMEDIATE UNIT OPERATED SPECIAL EDUCATION HIGH SCHOOL PROGRAM AND POST-SCHOOL EMPLOYMENT SUCCESS

DISTRICT/INTERMEDIATE UNIT OPERATED SPECIAL EDUCATION HIGH SCHOOL PROGRAM	N	Successful	Marginal	Unsuccessful
District	118	51	2	65
Intermediate Unit	65	38	2	25
TOTALS	183	89	4	90

ITEM 25

NUMBER OF GRADUATES
BY
SPECIAL EDUCATION HIGH SCHOOL PROGRAM
AND
POST-SCHOOL EMPLOYMENT SUCCESS

SPECIAL EDUCATION HIGH SCHOOL PROGRAM	N	Successful	Marginal	Unsuccessful
Work Study	57	40	1	16
Academic	79	31	2	46
External Vocational	39	15	0	24
Internal Vocational	8	3	1	4
TOTALS	183	89	4	90

ITEM 26

NUMBER OF GRADUATES BY INTEGRATED HOME ROOM ASSIGNMENT AND POST-SCHOOL EMPLOYMENT SUCCESS

INTEGRATED HOME ROOM ASSIGNMENT	N	Successful	Marginal	Unsuccessful
Yes	140	69	3	68
No	33	17	1	15
Not Applicable	10	3	0	7
TOTALS	183	89	4	90

ITEM 29

NUMBER OF GRADUATES
BY
INVOLVEMENT IN SCHOOL CLUBS
AND
POST-SCHOOL EMPLOYMENT SUCCESS

INVOLVEMENT IN SCHOOL CLUBS	N	Successful	Marginal	Unsuccessful
Not at All	129	64	3	62
Infrequently	22	15	0	7
Usually	14	4	1	9
Almost Always	18	6	0	12
TOTALS	183	89	4	90

ITEM 36

NUMBER OF GRADUATES
BY
NUMBER OF SEMESTERS IN SENIOR HIGH WORK EXPERIENCE PROGRAMS
AND
POST-SCHOOL EMPLOYMENT SUCCESS

NUMBER OF SEMESTERS IN SENIOR HIGH WORK EXPERIENCE PROGRAMS	N	Successful	Marginal	Unsuccessful
0	113	45	3	65
1 - 2	58	36	1	21
3	1	1	0	0
4	8	6	0	2
5	2	1	0	1
6	1	0	0	1
TOTALS	183	89	4	90

ITEM 51

NUMBER OF GRADUATES
BY
POST-SCHOOL VOCATIONAL CLASSES
AND
POST-SCHOOL EMPLOYMENT SUCCESS

POST-SCHOOL VOCATIONAL CLASSES	N	Successful	Marginal	Unsuccessful
Yes	31	8	2	21
No	152	81	2	69
TOTALS	183	89	4	90

ITEM 52

NUMBER OF GRADUATES
BY
POST-SCHOOL APPRENTICE TRAINING
AND
POST-SCHOOL EMPLOYMENT SUCCESS

POST-SCHOOL APPRENTICE TRAINING	N	**Successful**	**Marginal**	**Unsuccessful**
Yes	28	22	0	6
No	155	67	4	84
TOTALS	183	89	4	90

ITEM 58

NUMBER OF GRADUATES
BY
WILLINGNESS TO ATTEND ADULT EVENING CLASSES
AND
POST-SCHOOL EMPLOYMENT SUCCESS

WILLINGNESS TO ATTEND ADULT EVENING CLASSES	N	Successful	Marginal	Unsuccessful
Yes	109	55	3	51
No	71	32	1	38
Not Applicable	3	2	0	1
TOTALS	183	89	4	90

ITEM 61

NUMBER OF GRADUATES
BY
INCARCERATED
AND
POST-SCHOOL EMPLOYMENT SUCCESS

INCARCERATED	N	Successful	Marginal	Unsuccessful
Yes	8	3	0	5
No	175	86	4	85
TOTALS	183	89	4	90

ITEM 70

NUMBER OF GRADUATES
BY
INTERVIEWER'S RATING OF GRADUATES PERSONALITY
AND
POST-SCHOOL EMPLOYMENT SUCCESS

INTERVIEWER'S RATING OF GRADUATES PERSONALITY	N	Successful	Marginal	Unsuccessful
Excellent	13	8	0	5
Above Average	32	20	0	12
Average	80	41	2	37
Below Average	41	18	2	21
Poor	14	1	0	13
Not Applicable	3	1	0	2
TOTALS	**183**	**89**	**4**	**90**

ITEM 71

NUMBER OF GRADUATES
BY
INTERVIEWER'S RATING OF GRADUATE'S VOICE AND ARTICULATION
AND
POST-SCHOOL EMPLOYMENT SUCCESS

INTERVIEWER'S RATING OF GRADUATE'S VOICE AND ARTICULATION	N	Successful	Marginal	Unsuccessful
Excellent	9	3	0	6
Above Average	28	21	0	7
Average	94	41	4	49
Below Average	38	22	0	16
Poor	14	2	0	12
Not Applicable	0	0	0	0
TOTALS	183	89	4	90

ITEM 73

NUMBER OF GRADUATES
BY
INTERVIEWER'S RATING OF GRADUATE'S BEHAVIOR AND MANEUVERS
AND
POST-SCHOOL EMPLOYMENT SUCCESS

INTERVIEWER'S RATING OF GRADUATE'S BEHAVIOR AND **MANNERS**	N	Successful	**Marginal**	**Unsuccessful**
Excellent	25	14	0	11
Above Average	56	37	1	18
Average	72	28	3	41
Below Average	22	9	0	13
Poor	8	1	0	7
Not Applicable	0	0	0	0
TOTALS	183	89	4	90

ITEM 87

NUMBER OF GRADUATES
BY
DRIVERS LICENSE
AND
POST-SCHOOL EMPLOYMENT SUCCESS

GRADUATES HAVING A DRIVERS LICENSE	N	Successful	Marginal	Unsuccessful
Yes	127	77	1	49
No	56	12	3	41
TOTALS	183	89	4	90

ITEM 91

NUMBER OF GRADUATES
BY
EMPLOYMENT STATUS AT TIME OF INTERVIEW
AND
POST-SCHOOL EMPLOYMENT SUCCESS

EMPLOYMENT STATUS AT TIME OF INTERVIEW	N	**Successful**	**Marginal**	**Unsuccessful**
Employed	113	78	2	33
Unemployed	61	8	2	51
In-School	9	3	0	6
TOTALS	183	89	4	90

ITEM 92

NUMBER OF GRADUATES
BY
PERCENT OF AVAILABLE WORK TIME
AND
POST-SCHOOL EMPLOYMENT SUCCESS

PERCENT OF AVAILABLE WORK TIME	N	Successful	Marginal	Unsuccessful
70% AWT	89	89	0	0
50 - 69% AWT	27	0	4	23
25 - 49% AWT	13	0	0	13
0 - 24% AWT	18	0	0	18
Never Worked	36	0	0	36
TOTALS	183	89	4	90

APPENDIX B

SELECTED CHARACTERISTICS OF THE SPECIAL EDUCATION GRADUATES CLASSIFIED ACCORDING TO THE SPECIAL EDUCATION PROGRAMS THEY COMPLETED

ITEM 3

NUMBER OF GRADUATES
BY
SEX
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

SEX	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Male	117	40	46	25	6
Female	66	17	33	14	2
Totals	183	57	79	39	8

The data summarized for Item 3 suggests that female graduates tended to be slightly underrepresented in the Work Study Program and the internal vocational programs and over represented in the academic programs. This finding may be the result of the frequently reported limitations in available community work stations and available vocational programs in the schools for girls.

ITEM 4

NUMBER OF GRADUATES
BY
I.Q.
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

I.Q. RANGE	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Below 50	4	1	3	0	0
51 - 60	16	2	5	9	0
61 - 70	35	13	12	10	0
71 - 80	85	21	43	17	4
81 - 90	38	18	13	3	4
Above 91	5	2	3	0	0
TOTALS	183	57	79	39	8

The data summarized for Item No. 4 suggests that the median I.Q. range for all programs except Internal Vocational Trades is 71-80. It is interesting to note that graduates in the lower I.Q. ranges tend to cluster in the Academic and external Vocational Programs. Although the number of graduates is small, there appears to be a tendancy for only those in the upper I.Q. ranges to have been enrolled in the Internal Vocational Program which may reflect the presence of a selection factor based upon I.Q.

ITEM 5

NUMBER OF GRADUATES
BY
CURRENT AGE
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

CURRENT AGE	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
17	2	0	2	0	0
18	8	4	4	0	0
19	54	20	20	13	1
20	70	21	28	17	4
21	39	10	19	8	2
22	10	2	6	1	1
TOTALS	183	57	79	39	8

The median age of the graduates was twenty which is not surprising in that the study focused on those subjects who graduated relatively recently. The youth of the group may suggest that many of the graduates have not been out of school long enough to establish a firm post school employment record.

ITEM 6

NUMBER OF GRADUATES BY RACE AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

RACE	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
White	168	50	76	34	8
Black	14	7	2	5	0
Other	1	0	1	0	0
Totals	183	57	79	39	8

The data secured from Item No. 6 demonstrates that the majority (91.8%) of the graduates were white. Inspection of the data fails to suggest any noteworthy trends.

ITEM 7

NUMBER OF GRADUATES BY RELIGIOUS AFFILIATION AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

RELIGION	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Protestant	123	45	47	28	3
Catholic	52	12	27	10	3
Other	8	0	5	1	2
Totals	183	57	79	39	8

The majority of the graduates were Protestant (67.2%). Inspection of the data summarized for Item No. 7 does not suggest any trends of practical significance.

ITEM 8

NUMBER OF GRADUATES
BY
MARITAL STATUS
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

MARITAL STATUS	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Single	141	43	60	33	5
Married	39	13	17	6	3
Separated	2	0	2	0	0
Divorced	1	1	0	0	0
Widow/Widower	0	0	0	0	0
TOTALS	183	57	79	39	8

The majority of the graduates are single (77.0%) which is not an unexpected finding for a population of this youthfullness. Unfortunately, no data is available for the marital status of this age group in the general population upon which comparisons can be made. There does not appear to be any practical significance between marital status and high school program.

ITEM 9

NUMBER OF GRADUATES
BY
NUMBER OF CHILDREN
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

NUMBER OF CHILDREN	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
None	166	50	70	38	8
One	17	7	9	1	0
Two	0	0	0	0	0
Three	0	0	0	0	0
Four	0	0	0	0	0
TOTALS	183	57	79	39	8

Only a few (.092%) of the graduates reported having any children. This finding is consistent with the data for Item No. 8 on the marital status of the group.

ITEM 10

NUMBER OF GRADUATES
BY
DATING PATTERN
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

DATING PATTERN	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Engaged	15	8	4	3	0
Steady Boy/Girl Friend	24	7	8	9	0
Dates Frequently	26	9	11	6	0
Dates Seldom	34	8	15	10	1
Never Dates	41	11	21	5	4
(Married) Does Not Apply	43	14	20	6	3
TOTALS	183	57	79	39	8

The data provided by Item No. 10 suggests that a relatively large number of graduates never or seldom date (40.9%). This finding is consistent with other studies which report that mentally retarded individuals tend to be social isolates. It is interesting to note that a large portion of the social isolates were enrolled in the academic program (48.0%), however, an interpretation of this finding is questionable.

ITEM 11

NUMBER OF GRADUATES
BY
CURRENT HOUSING
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

CURRENT HOUSING	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Parents' Home	140	42	62	31	5
Rented Room/Apartment	22	9	6	7	0
Rented Trailer	3	1	2	0	0
Rented House	11	4	5	1	1
Own Trailer	7	1	4	0	2
Own Home	0	0	0	0	0
TOTALS	183	57	79	39	8

A large number of graduates (76.5%) report that they continue to reside in the home of their parents. This finding is not unusual since the age group involved is relatively young. Inspection of the data fails to discern any trends of practical significance between current housing and high school program.

ITEM 12

NUMBER OF GRADUATES BY MILITARY SERVICE AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

MILITARY SERVICE	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Not Applicable (Female)	66	18	32	14	2
Never Contacted	81	28	34	16	3
Called, but Rejected	21	8	7	4	2
Called and Inducted	1	1	0	0	0
Volunteered & Accepted	8	1	2	5	0
Volunteered but Rejected	6	1	4	0	1
TOTALS	183	57	79	39	8

Item No. 12 reports that of those graduates who were called for induction or volunteered for induction into the military service, the majority (75.0%) were rejected for induction. The survey did not secure the reasons for the rejection. Inspection of the data provided by Item No. 12 does not suggest any trends or practical significance between military service and high school program.

ITEM 13

NUMBER OF GRADUATES
BY
TYPE OF DISCHARGE FROM THE MILITARY SERVICE
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

TYPE OF DISCHARGE	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Honorable	5	1	2	2	0
Medical	3	1	0	2	0
Dishonorable	0	0	0	0	0
Does Not Apply	175	55	77	35	8
TOTALS	183	57	79	39	8

Data provided by Item No. 13 does not suggest any trends of practical significance.

ITEM 14

NUMBER OF GRADUATES
BY
MARITAL STATUS OF PARENTS (GUARDIAN) WHILE IN HIGH SCHOOL
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

		A	B	C	D
Marital Status of Parents	N	Work Study	Academic	External Vocational	Internal Vocational
Married	151	48	68	28	7
Separated	11	5	2	4	0
Divorced	5	2	1	2	0
Widow/Widower	16	2	8	5	1
TOTALS	183	57	79	39	8

The data provided by Item No. 14 reports that a small portion (17.4%) of the graduates were living in a home during their high school years which was not intact due to parental separation, divorce, or the death of one parent. No trends of practical significance are suggested by the data between the two variables involved.

ITEM 15

NUMBER OF GRADUATES
BY
HIGHEST GRADE COMPLETED BY MOTHER
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

HIGHEST GRADE COMPLETED	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Special Education	0	0	0	0	0
8th Grade or Less	55	20	25	6	4
Some High School	61	22	24	14	1
High School Graduate	62	15	26	18	3
Some College	4	0	3	1	0
College Graduate	1	0	1	0	0
TOTALS	183	57	79	39	8

It is interesting to note that none of the graduates reported having a mother who had been in special education during her school years and few (3.2%) reported that their mother had some college training or had graduated from college.

The data summarized for Item No. 15 suggests that the median grade completed by the graduates' mothers was some high school.

ITEM 16

NUMBER OF GRADUATES
BY
HIGHEST GRADE COMPLETED BY THE FATHER
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

HIGHEST GRADE COMPLETED	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Special Education	0	0	0	0	0
8th Grade or Less	79	30	31	14	4
Some High School	61	17	28	15	1
High School Graduate	37	9	17	8	3
Some College	4	0	2	2	0
College Graduate	2	1	1	0	0
TOTALS	183	57	79	39	8

The results obtained from Item 16 suggest that the fathers of the graduates had either a median education of 8th grade or less (Work Study Program) or some high school (the other three programs). Interestingly, no fathers were reported to have been in special education and few (3.2%) were reported to have attended or graduated from College.

ITEM 17

NUMBER OF GRADUATES
BY
NUMBER OF SIBLINGS
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Number of Siblings	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
None	5	1	3	0	1
1 - 2	46	12	22	9	3
3	34	7	20	7	0
4	40	16	12	12	0
5 - 6	32	7	16	7	2
7 - 8	26	14	6	4	2
TOTALS	183	57	79	39	8

As a group, few of the graduates were only children (2.7%) while the majority of the graduates (72.1%) reported that they had four or more siblings. This finding may suggest that as a group, the graduates have families which are above the national median for family size. No trends of practical significance are noted between number of siblings and high school program.

ITEM 18

NUMBER OF GRADUATES
BY
SIBLING RANK
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

SIBLING RANK	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Oldest	54	20	18	15	1
Middle	68	21	33	11	3
Youngest	55	15	24	13	3
No Siblings	6	1	4	0	1
TOTALS	183	57	79	39	8

The data summarized in Item No. 18 reports that approximately one in four (29.5%0 of the graduates was the oldest child in the family. If should be noted that very few (3.2%) of the graduates were an only child. No trends of practical significance between sibling rank and high school program appears from the data provided.

The reason for the inconsistency between the data for Item 18 regarding the percent of the graduates reporting no siblings (3.2%) and Item 17 in which the percent of graduates reporting being an only child (2.7%) is not known.

ITEM 19

NUMBER OF GRADUATES
BY
FATHER'S OCCUPATION WHILE SUBJECT WAS ATTENDING HIGH SCHOOL
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

FATHER'S OCCUPATION	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Unemployed	12	5	4	3	0
Unskilled	47	17	21	8	1
Semi-Skilled	66	17	29	17	3
Skilled	32	11	14	4	3
Professional	6	3	2	1	0
Information Not Secured	20	4	9	6	1
TOTALS	183	57	79	39	8

A small number of the graduates reporting indicated that their fathers were unemployed (7.3%) during their high school years. The majority of those reporting (69.3%) indicated that their fathers were either unskilled or semi-skilled. No discernable trends are noted between the two variables involved in Item No. 19.

ITEM 20

NUMBER OF GRADUATES
BY
MOTHER'S OCCUPATION WHILE SUBJECT WAS ATTENDING HIGH SCHOOL.
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

MOTHER'S OCCUPATION	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Unemployed (Homemaker)	139	44	58	31	6
Unskilled	20	6	12	1	1
Semi-Skilled	17	4	7	5	1
Skilled	5	2	1	2	0
Professional	1	0	1	0	0
Information Not Secured	1	1	0	0	0
TOTALS	183	57	79	39	8

The majority of the graduates reported that their mothers were unemployed during their high school years (76.3%). No discernable trends of practical significance appear to exist between the mother's occupation while the graduate attended high school and the four high school programs.

ITEM 21
NUMBER OF GRADUATES
BY
STATUS OF HOME ENVIRONMENT WHILE SUBJECT ATTENDED HIGH SCHOOL
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

HOME ENVIORNMENT	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Urban	52	19	14	19	0
Suburban	45	14	18	13	0
Rural	86	24	47	7	8
Totals	183	57	79	39	8

Approximately one in two (46.9%) of the graduates were living in an area classified as rural during their high school years. It is interesting to note that all (100%) of the graduates who had attended the Internal Vocational Program and a majority (59.4%) of those who had attended the academic program were living in areas classified as rural while less than half (42.1%) of those attending Work study and less than one in five (17.9%) of those attending the external vocational program resided in rural areas. This finding probably is related to the different resources available to graduates who attended rural schools than to those attending suburban and urban schools.

ITEM 22

NUMBER OF GRADUATES BY AGE AT WHICH PLACED IN SPECIAL EDUCATION AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

AGE PLACED IN SPECIAL EDUCATION	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
6 - 7	34	7	20	7	0
8 - 9	59	17	27	11	4
10 - 11	32	16	10	5	1
12 - 13	23	9	5	7	2
14 - 15	27	5	15	6	1
16 - 17	8	3	2	3	0
TOTALS	183	57	79	39	8

The data reported for Item No. 22 suggests that the majority of the graduates (50.8%) were placed in special education between the ages of six and nine. However, one in five (19.1%) of the graduates reported being placed in special education between the ages of 14 and 17. It is interesting to note that while 23.0% of the graduates of the External Vocational Program were placed after age 14, only 12.5% of the graduates of the Internal Vocational, 9.2% of the graduates of the Academic Program, and only 4.3% of the graduates of the Work Study Program were placed in special education after age 14. However, the practical significance of this trend is not discernable.

ITEM 23

NUMBER OF GRADUATES
BY
NUMBER OF YEARS IN SPECIAL EDUCATION
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

NUMBER OF YEARS	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Three	12	4	4	4	0
4 - 5	31	9	15	5	2
6 - 7	30	9	7	10	4
Eight	22	10	9	3	0
9 - 10	51	15	23	11	2
11 - 12	37	10	21	6	0
TOTALS	183	57	79	39	8

The data summarized for Item No. 23 reports that the majority of the graduates (76.5%) were in special education from six to twelve years. This finding suggests that the majority of the graduates spent the majority of their school years in special education rather than in regular education. The only discernable difference noted is that while the majority of the graduates of the Academic Program (55.6%) were in special education from nine to twelve years, the majority of the graduates of the other three programs were in special education less than nine years. The practical significance of this difference is questionable.

ITEM 24

NUMBER OF GRADUATES
BY
DISTRICT OPERATED AND INTERMEDIATE UNIT OPERATED PROGRAMS
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

DISTRICT/INTERMEDIATE UNIT OPERATED	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
District	118	45	41	27	5
Intermediate Unit	65	12	38	12	3
Totals	**183**	**57**	**79**	**39**	**8**

The data for Item 24 suggests that the majority of the graduates (64.4%) attended special classes operated by local school districts rather than the Intermediate Unit. The data suggests that while the majority of the graduates in each of the four high school programs were in programs operated by districts, the size of the majority is less for the graduates of the Academic Program (B - 51.8%) than for the other three programs (A - 78.9%, C - 69.2%, and D - 62.5%).

ITEM 25

NUMBER OF GRADUATES
BY
SPECIAL EDUCATION HIGH SCHOOL PROGRAM
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

POST-SCHOOL EMPLOYMENT SUCCESS	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Successful	89	40	31	15	3
Marginal	4	1	2	0	1
Unsuccessful	90	16	46	24	4
Totals	**183**	**57**	**79**	**39**	**8**

ITEM 26

NUMBER OF GRADUATES
BY
TYPE OF HOME ROOM ASSIGNMENT
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

TYPE OF HOME-ROOM ASSIGNMENT	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Integrated	140	30	65	37	8
Segregated	33	17	14	2	0
Not Applicable	10	10	0	0	0
Totals	**183**	57	79	39	8

While the majority of the graduates (80.9%) reported that they were assigned to integrated home rooms, those involved with the Work-Study Program were assigned to integrated home rooms less frequently (63.8%) than the graduates of the other three programs (B - 82.2%, C-94.89%, D- 100.0% respectively). The practical significance of this finding is not discernable.

ITEM 29

NUMBER OF GRADUATES
BY
ENROLLMENT IN SCHOOL CLUBS
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

ENROLLMENT IN SCHOOL CLUBS	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Not at all	129	40	51	32	6
Infrequently	22	9	12	1	0
Usually	14	1	7	4	2
Almost Always	18	7	9	2	0
TOTALS	183	57	79	39	8

The majority of the graduates reported infrequent or no involvement with school clubs (81.4%) which is consistent with other studies that have reported that mentally retarded students are not joiners and are frequently social isolates. No trends of practical significance are noted between enrollment in school clubs and high school programs attended although the graduates of the Academic and Internal Vocational Programs tended to report enrollment in school clubs somewhat more frequently than the graduates of the other two programs.

ITEM 36

NUMBER OF GRADUATES
BY
NUMBER OF SEMESTERS IN IN-SCHOOL WORK EXPERIENCE PROGRAM
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

TOTAL NUMBER OF SEMESTERS	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
None	113	8	69	32	4
1 - 2	58	38	10	7	3
3	1	1	0	0	0
4	8	8	0	0	0
5	2	2	0	0	0
6	1	0	0	0	1
TOTALS	183	57	79	39	8

As would be expected, the data summarized for Item No. 36 reports that the majority of the graduates of the three programs other than Work Study had little or no in-school work experience (93.4%). Including the graduates of the Work Study Program, only 70 graduates (38.2%) reported in-school work experience and, of these 70, only 12 (17.1%) reported enrollment in the in-school work experience program for three to six semesters. A total of 113 graduates (61.7%) reported no involvement in in-school work experiences. Surprisingly, eight graduates (14.0 %)-of the Work Study Program reported no in-school work experiences. This data suggests that the majority of the graduates attended programs that failed to provide in-school work experiences.

ITEM 51

NUMBER OF GRADUATES
BY
POST-SCHOOL ENROLLMENT IN VOCATIONAL CLASSES
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

ENROLLMENT IN VOCATIONAL CLASSES	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Yes	31	3	16	9	3
No	152	54	63	30	5
Totals	183	57	79	39	8

The data summarized for Item No. 51 found that the majority (83.0%) of the graduates had not enrolled in post-school vocational classes. Interestingly, a greater number of the graduates of the Internal Vocational Program (37.5%) had enrolled in vocational classes than had the graduates of the other three programs (A - 5.2%), B-20.2% and C - 23.0%). It is difficult to interpret these findings since the availability of post-school vocational classes is not known.

ITEM 52

NUMBER OF GRADUATES
BY
ENROLLMENT IN POST-SCHOOL APPRENTICE TRAINING
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

APPRENTICE TRAINING	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Yes	36	17	7	9	3
No	147	40	72	30	5
Totals	183	57	79	39	8

The majority (80.3%) of the graduates reported that they did not experience a post-school apprenticeship program. It is interesting to note that fewer of the graduates of the Academic Program (8.8%) experienced post-school apprenticeship training than the graduates of the other three programs (A-29.8%, C - 23.0%, and D - 37.5%). The practical significance of this finding is not known.

ITEM 58

NUMBER OF GRADUATES BY WILLINGNESS TO ATTEND ADULT EVENING CLASSES AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

WILLINGNESS TO ATTEND ADULT CLASSES	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Yes	109	40	43	21	5
No	71	17	36	16	2
Not Applicable	3	0	0	2	1
Totals	183	57	79	39	8

A majority of the graduates (60.5%) expressed an interest in attending adult evening classes. The graduates of the Internal Vocational and Work Study Programs expressed a greater interest (71.4% and 70.1% respectively) than the graduates of the other two programs (B - 54.4% and C - 56.7%). This finding suggests that the graduates are receptive to attending adult evening classes, but in reference to the findings from Item 51, may need to be encouraged to attend such classes and may need to be surveyed to descern what types of classes are of interest to the graduates.

ITEM 70

NUMBER OF GRADUATES
BY
RATING OF THE ADEQUACY OF THE SUBJECTS PERSONALITY FOR ADULT ROLES
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

ADEQUACY OF PERSONALITY	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Excellent	13	3	6	2	2
Above Average	32	7	15	10	0
Average	80	30	34	13	3
Below Average	41	15	14	9	3
Poor	14	1	8	5	0
Not Applicable	3	1	2	0	0
TOTALS	183	57	79	39	8

As summarized for Item No. 70, the interviewers rated 55 (30.5%) of the graduates as possessing a poor or below average personality. Interestingly, fewer of the graduates of the Work Study Program were rated poor or below average in terms of the adequacy of their personality for adult roles (10.7%) than were the graduates of the other three programs (B - 28.5%, C - 35.8%, and D - 37.5%) The relationship of this finding to the high school program completed is unclear, but may suggest that the graduates of the Work Study program, as a group, possess a better personality for adult roles than the graduates of the other three programs.

ITEM 71

NUMBER OF GRADUATES
BY
RATING OF THE SUBJECTS' ARTICULATION AND VOICE
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

ARTICULATION AND VOICE	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Excellent	9	0	7	2	0
Above Average	28	9	14	5	0
Average	94	31	37	21	5
Below Average	38	14	14	7	3
Poor	14	3	7	4	0
Not Applicable	0	0	0	0	0
TOTALS	183	57	79	39	8

The interviewers rated approximately one in three (30.0%) of the graduates as possessing poor or below average articulation and voice. No trends of practical significance was noted between the ratings and type of high school program. The large number of negative ratings should, however, be of interest to the schools since poor ratings on articulation and voice may be detremential to the graduate in securing the maintaining employment.

ITEM 73

NUMBER OF GRADUATES BY RATINGS OF SUBJECTS BEHAVIOR/MANNERS BY INTERVIEWERS AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

BEHAVIOR/MANNERS	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Excellent	25	4	12	7	2
Above Average	56	26	22	8	0
Average	72	21	31	14	6
Below Average	22	5	10	7	0
Poor	8	1	4	3	0
Not Applicable	0	0	0	0	0
TOTALS	183	57	79	39	8

The interviewers rated approximately one in six (16.3%) of the graduates below average or poor on behavior/manners. Interestingly, none of the graduates of the Internal Vocational Program were rated poor or below average while the other programs had varying numbers of graduates so rated (A - 10.5%, B - 17.7%, and C - 25.6%). The practical significance of this finding is not known although it would seem reasonable to suspect that poor ratings on behavior/manners would be determental to securing and maintaining employment.

ITEM 87

NUMBER OF GRADUATES
BY
POSSESSION OF DRIVERS LICENSE
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

		A	B	C	D
POSSESSION OF DRIVERS LICENSE	N	Work Study	Academic	External Vocational	Internal Vocational
Yes	127	44	55	21	7
No	56	13	24	18	1
Totals	183	57	79	39	8

The data summarized for Item No. 87 reports that the majority of the graduates (69.3%) possess a drivers license. The largest proportions of graduates with a drivers license are those who graduated from the Internal Vocational Program (87.5%) and from the Work Study Program (77.1%). The fewest graduates possessing a license are graduates of the External Vocational (53.8%) and Academic (69.6%) Programs. The interesting finding, however, is the nearly one in three (31.7%) of the graduates who do not possess a drivers license and who, as a consequence, may experience difficulties in getting to work and to other activities within their communities. It would seem reasonable for the schools to endeavor to provide adequate drivers training programs for students enrolled in special education to insure the mobility required for adequate community adjustment.

ITEM 91

NUMBER OF GRADUATES
BY
EMPLOYMENT STATUS
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

EMPLOYMENT STATUS	N	A Work Study	B Academic	C External Vocational	D Internal Vocational
Employed	113	43	43	21	6
Unemployed	61	11	31	17	2
In School	9	3	5	1	0
Totals	183	57	79	39	8

The data from Item No. 91 indicates that the majority of the graduates are employed (61.7%) while a sizable majority are unemployed (33.3%) and a small group is currently in some type of post-school training (5.0%). It is interesting to note that the unemployment rate varies by program (A - 19.2%, B-39.2%, C-43.5%, and D - 25.0%) with the fewest unemployed in the Work Study Group and the most unemployed in the External Vocational Program. This data suggests that the graduates of the Work Study Program have the greatest employment rate of the graduates from the four programs. It should be noted, however, that the over all unemployment for the graduates is approximately five times greater than the unemployment rate for the general population. Unfortunately, unemployment rates for the age group in the general population are not available for comparison purposes. It seems reasonable to conclude, however, that the high unemployment rate is an indication that, as a group, these graduates are not achieving a satisfactory work adjustment following graduation.

ITEM 92

NUMBER OF GRADUATES
BY
EXPANDED EMPLOYMENT RECORD
AND
SPECIAL EDUCATION HIGH SCHOOL PROGRAM

		A		B		C		D	
EMPLOYMENT RECORD	N	Work Study N	%	Academic N	%	External Vocational N	%	Internal Vocational N	%
SUCCESSFUL (Full criteria)	89	40	70.1	31	39.2	15	38.4	3	37.5
MARGINAL 1 (50% - 69%)	27	6	10.5	15	18.9	4	10.2	2	25.0
MARGINAL 2 (25% - 49%)	13	1	1.7	6	7.5	6	15.2	0	00.0
UNSUCCESSFUL 1 (Less than 24%)	18	4	7.0	9	11.3	4	10.2	1	12.5
UNSUCCESSFUL 2 (Never Worked)	36	6	10.5	18	22.7	10	25.6	2	25.0
TOTALS	183	57	99.8	79	99.6	39	99.7	8	100.0

Data summarized for Item 92 reports an expanded classification of employment success. Approximately one-half of the graduates (48.6%) met the full criteria for success used in the study. Of the remaining graduates, 27 (14.7%) were employed between 50 - 69% of available time and 13 (7.1%) were employed only 25 - 49% of the available time. Among the unsuccessful, 18 graduates (9.8%) were employed less than 24% of the available time and 36 (19.6%) were never employed. It is interesting to note that the graduates of the Work Study Program were considerably more successful than the graduates of the other three programs and conversity, had a lower proportion of those who worked less than 24% of the available time or had never worked. The data suggests, moreover, that in all categories the graduates of the Work Study Program were more successful than the graduates of the other three programs, (with the single exception of the Marginal 1 graduates of the Academic Program).

APPENDIX C

EVALUATIONS OF SPECIAL EDUCATION HIGH SCHOOL PROGRAMS BY GRADUATES

ITEM 39

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS IN PREPARATION FOR SUCCESS AND EMPLOYMENT AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness In Preparation for Success and Employment	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	33	16	20	12
Quite Helpful	38	26	20	
Fairly Helpful	23	30	28	
Limited Help	4	9	13	38
No Help	2	16	16	12
Not Applicable		3	3	38
TOTALS	100%	100%	100%	100%

There is a descending appreciation of the value of the program (from A to D) as viewed by the graduates. The High School Work Study Program received an average rating of greatly helpful as compared to the slightly helpful average rating given to their senior year program by those who had been in the vocational education or vocational agriculture programs.

ITEM 40

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS
GRADUATE SELF CONFIDENCE
AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness Graduate Self Confidence	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	48	19	28	12
Quite Helpful	26	25	26	25
Fairly Helpful	19	25	26	50
Limited Help	7	14	8	12
No Help		16	10	
Not Applicable		1	2	
TOTALS	100%	100%	100%	99%

The work study program was the program voted as contributing slightly more to the development of the students sense of confidence in himself as a worker.

ITEM 41

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS BY GETTING ALONG WITH BOSSES AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness By Getting Along With Bosses	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	49	26	36	12
Quite Helpful	25	19	26	25
Fairly Helpful	16	25	20	25
Limited Help	5	14	3	
No Help	5	13	12	38
Not Applicable		3	3	
TOTALS	100%	100%	100%	100%

The Work Study Program gave the best preparation for coping with one's boss according to the graduates. The Trade School Program was next most helpful. The Work Study Program, of course, brings the student into direct contact with actual employers where as the other programs provide only surrogate "bosses" in the form of teachers.

ITEM 42

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS BY GETTING ALONG WITH FELLOW WORKERS AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness By Getting Along with Fellow Workers	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	49	31	54	38
Quite Helpful	21	23	20	25
Fairly Helpful	21	28	10	25
Limited Help	7	7	5	12
No Help	2	7	8	
Not Applicable		4	3	
TOTALS	100%	100%	100%	100%

The Work Study Program was again voted most helpful in developing this trait. The Trade School was the only actual contact with "real" fellow employees, while the other programs provide only fellow students as parallel "employees."

ITEM 43

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS
BY GETTING ALONG WITH STRANGERS
AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness By Getting Along With Strangers	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	40	16	28	25
Quite Helpful	32	16	28	25
Fairly Helpful	19	33	24	50
Limited Help	4	16	10	
No Help	5	18	10	
Not Applicable		1		
TOTALS	100%	100%	100%	100%

The value of the High School Program for developing this trait would be expected to parallel the previous item; and it does exactly. There are few opportunities to meet and cope with strangers in the Internal School of Trades or academic programs as compared to the Work Study and Trade School Programs.

ITEM 44

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS ACQUIRING NEEDED SKILLS FOR PRESENT JOB AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness Acquiring Needed Skills For Present Job	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	33	7	12	12
Quite Helpful	12	11	8	12
Fairly Helpful	12	13	8	25
Limited Help	11	15	10	
No Help	9	34	20	25
Not Applicable	23	20	42	25
TOTALS	100%	100%	100%	99%

ITEM 45

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS IN SOLVING DAILY PROBLEMS AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness In Solving Daily Problems	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	28	32	32	38
Quite Helpful	31	21	20	38
Fairly Helpful	18	23	26	24
Limited Help	18	15	8	
No Help	5	9	13	
Not Applicable				
TOTALS	100%	100%	100%	100%

For the first time in this series, the Vocational Education/Vocational Agriculture students rated their program slightly more helpful in this trait than the other three programs which viewed as equally helpful and quite highly so.

ITEM 46

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS IN LEARNING HOW TO GET A JOB AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness In Learning How to Get a Job	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	36	27	28	38
Quite Helpful	30	25	28	25
Fairly Helpful	26	18	23	25
Limited Help	4	14	5	
No Help	4	16	16	12
Not Applicable				
TOTALS	100%	100%	100%	100%

All four programs were extremely close in rated value for teaching graduates and how to secure employment. All were noted as quite helpful (as an average rating).

ITEM 53

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS IN PREPARING FOR THE ADULT WORKING WORLD AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness In Preparing for the Adult Working World	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	47	18	23	25
Quite Helpful	21	28	23	25
Fairly Helpful	19	40	34	50
Limited Help	9	11	12	
No Help	4	3	8	
Not Applicable				
TOTALS	100%	100%	100%	100%

Work study was the most helpful program as rated by its graduates. The vocational education/vocational agriculture program was a close second; followed by the trade school and academic program in that order.

ITEM 54

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS IN PREPARING FOR ADULT HOMEMAKING SKILLS

AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness In Preparing for Adult Homemaking Skills	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	33	18	16	39
Quite Helpful	25	20	28	12
Fairly Helpful	26	28	20	25
Limited Help	11	15	26	12
No Help	5	19	10	12
Not Applicable				
TOTALS	100%	100%	100%	100%

The Vocational Education/Vocational Agriculture Program was viewed as most helpful; followed by the Work Study, Academic and Trade School in that order.

ITEM 55

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS IN PREPARING FOR ADULT, COMMUNITY LIVING PROBLEMS AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness In Preparing for Adult Community Living Problems	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	35	11	12	
Quite Helpful	43	28	26	25
Fairly Helpful	14	24	46	63
Limited Help	4	26	16	12
No Help	4	11		
Not Applicable				
TOTALS	100%	100%	100%	100%

Work study was viewed as the most helpful; while other three programs were equally viewed as slightly less helpful.

ITEM 56

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS IN PREPARING FOR ADULT READING PROBLEMS AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness In Preparing for Adult Reading Problems	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	32	25	28	12
Quite Helpful	25	28	28	
Fairly Helpful	29	23	24	
Limited Help	11	19	10	75
No Help	3	5	10	
Not Applicable				12
TOTALS	100%	100%	100%	99%

Work study and trade school equally helpful. Special Education/academic next most helpful and trade school least helpful.

ITEM 57

PERCENT OF GRADUATES BY RATINGS OF HELPFULNESS IN PREPARING FOR SOLVING ADULT MATH PROBLEMS AND SPECIAL EDUCATION HIGH SCHOOL PROGRAM

Ratings of Helpfulness In Preparing for Solving Adult Math Problems	A Work Study	B Academic	C External Vocational	D Internal Vocational
Greatly Helpful	38	24	36	12
Quite Helpful	30	25	16	38
Fairly Helpful	18	34	23	12
Limited Help	11	14	20	38
No Help	3	3	5	
Not Applicable				
TOTALS	100%	100%	100%	100%

The Work Study group were the most positive about the help of their program for developing functional math skills. The others were almost identical in their ratings, which were quite positive also.

APPENDIX D

INTERVIEW QUESTIONNAIRE

INTERMEDIATE UNIT #4

SPECIAL EDUCATION FOLLOW-UP STUDY

GRADUATES OF 1970-1971-1972

I - Data Supplied by Subject

PERSONAL DATA

IBM

Name ____________________ (Use Assigned Number) F 1

Address ____________________ (See list for code) F 2
(Street)

____
(City) (State) (Zip Code)

Phone ____________________
(Area Code) (Number)

Sex: ___ 3
A. Male
B. Female

Birth Date: ____________________

P.R. (Last individual exam) ___ 4
A. Below 50
B. 51 - 60
C. 61 - 70
D. 71 - 80
E. 81 - 90
F. Above 91

Current Age: ___ 5
A. 17
B. 18
C. 19
D.20
E.21
F.22

Race: ___ 6
A. White
B. Black
C. Other

Religion: ___ 7
A. Protestant
B. Catholic
C. Other

Marital Status: ___ 8
A. Single
B. Married
C. Separated
D. Divorced
E. Widow/widower

Number of Children: ___ 9
A. None
B. One
C. Two
D. Three
E. Four

If Single: ______10

A. Engaged
B. Steady Boy/Girl Friend
C. Dates Frequently
D. Dates Seldom
E. Never Dates
F. Does Not Apply (Married)

Current Housing: ______11

A. Parent's Home
B. Rented Room or Apartment
C. Rented Trailer
D. Rented House
E. Own Trailer
F. Own Home

Military Service: ______12

A. Not Applicable (Female)
B. Never been contacted
C. Called, but rejected
D. Called and inducted
E. Volunteered and Accepted
F. Volunteered, but rejected for service

Discharge: ______13

A. Honorable
B. Medical
C. Dishonorable
D. Does not apply

FAMILY BACKGROUND DATA

Parent's (guardian) marital status while subject in high school: ______14

A. Married, living together
B. Separated
C. Divorced
D. Widow/Widower

____
(Write in data re guardian and reason-relationship etc.)

Highest grade completed by mother: ______15

A. Special Education
B. 8th Grade or less
C. Some high school
D. High school graduate
E. Some college
F. College graduate

Highest grade completed by father: ______16

A. Special Education
B. 8th Grade or less
C. Some high school
D. High school graduate
E. Some college
F. College graduate

Number of siblings: _____17

A. 0
B. 1 - 2
C. 3
D. 4
E. 5 - 6
F. 7 - 8

Sibling Rank: (Closest) _____18

A. Oldest
B. Middle
C. Youngest
D. No Siblings

Father's Occupation (while Subject was attending high school): _____19

A. Unemployed
B. Unskilled
C. Semi-skilled
D. Skilled
E. Professional

Job Title(s):____

Mother's occupation (while Subject was attending high school): _____20

A. Unemployed (Full-time housewife)
B. Unskilled
C. Semi-skilled
D. Skilled
E. Professional

Job Title(s):____

Home environmental status while Subject was attending high school: _____21

A. Urban B. Suburban D. Rural

EDUCATIONAL DATA

Age at which placed in Special Education Program:

A. 6 - 7
B. 8 - 9
C. 10 - 11
D. 12 - 13
E. 14 - 15
F. 16 - 17

______22

Numbers of years spent in a Special Education Program:

A. Three
B. 4-5
C. 6 - 7
D. 8
E. 9 - 10
f. 11 - 12

______23

Name of High School Graduated from:

____

Was this class - A. Districted Operated
B. I.U. Operated

______24

Other Senior High Schools attended (Indicate length of attendance at each.)

____

Type of High School Program Graduated from:

______25

A - Special Education with community work study program in senior year which has 1/2 day academic and 1/2 day community job training program (Work Study)

B - Special Education classroom program with no work study. Full day in school during senior year with less than 10 periods per week in industrial arts, vocational education, home economics, vocational agriculture (Special Class Academic Program)

C - Special Education with Vocational Trade Program. Senior year spent 1/2 academic and 1/2 year vocational skill training provided by a private agency such as New Castle School of Trades or a Vocational Technical School (External Trade School)

D - Special Education program with more than 10 periods per week in industrial arts or vocational agriculture or home economics. (Internal Vocational Trades)

Were Special Education suudents mixed with regular education students in your high school in terms of:

Homeroom Assignment A. Yes B. No C. Not Appliaable _____26

Shops (Industrial Arts, Vocational Education or Vocational Agriculture)

A. Yes B. No C. Not Appliaable _____27

Home Economics Classes A. Yes B. No C. Not Appliaable _____28

To what degree were subjects involved in the following while in their junior or senior year of high school:

Belong to School Clubs

A. Not at all B. Infrequently C. Usually D. Almost Always _____29

Attend Home Football Games

A. Not at all B. Infrequently C. Usually D. Almost Always _____30

Attend Home Basketball Games

A. Not at all B. Infrequently C. Usually D. Almost Always _____31

Attend school dances

A. Not at all B. Infrequently C. Usually D. Almost Always _____32

Junior High School - In-School Work Experience Program

Number of total semesters in school work experience program: _____33

A. 0 D. 4
B. 1 - 2 E. 5
C. 3 F. 6

Number of different jobs assigned: _____34

A. 0 D. 5 - 6
B. 1 - 2 E. 7 - 8
C. 3 - 4 F. 9 or more

Rating of this experience relative to its benefit in preparation for success in employment: _____35

A. Greatly helpful D. Limited help
B. Quite helpful E. No help
C. Fairly helpful F. Not Applicable

Senior High School - In-School Work Experience Program

Number of total semesters in school work experience program

_____36

A. 0
B. 1 - 2
C. 3
D. 4
E. 5
F. 6

Number of different jobs assigned:

_____37

A. 0
B. 1 - 2
C. 3 - 4
D. 5 - 6
E. 7 - 8
F. 9 or more

Rating of this experience relative to its benefit in preparation for success in employment:

_____38

A. Greatly Helpful
B. Quite Helpful
C. Fairly Helpful
D. Limited Help
E. No Help
F. Not Applicable

Senior Year Program in High School - Work Study
Special Class Academic Program
External Trade School
(Refer to No. 25) Internal Vocational Trades

Rating of this experience relative to its benefit in preparation for success in employment using rating scale below.

A. Greatly helpful
B. Quite helpful
C. Fairly helpful
D. Limited help
E. No help
F. Not applicable

_____39

Building confidence in yourself as a worker:

A. Greatly helpful
B. Quite helpful
C. Fairly helpful
D. Limited help
E. No help
F. Not applicable

_____40

Learning to get along with bosses:

_____41

A. Greatly helpful
B. Quite helpful
C. Fairly helpful
D. Limited help
E. No help
F. Not applicable

Learning to get along with fellow workers:

_____42

A. Greatly helpful
B. Quite helpful
C. Fairly helpful
D. Limited help
E. No help
F. Not applicable

Learning to get along with strangers:

A. Greatly helpful
B. Quite helpful
C. Fairly helpful
D. Limited help
E. No help
F. Not applicable

_____43

Preparation for the skills needed on your present job:

A. Greatly Helpful
B. Quite helpful
C. Fairly helpful
D. Limited help
E. No help
F. Not applicable

______44

Learning to selve the daily problems of living (travel, directions, finding answers, shopping, money management, etc.)

______45

A. Greatly helpful
B. Quite helpful
C. Fairly helpful
D. Limited help
E. No help
F. Not Applicable

Developing the knowledge of how to get a job:

______46

A. Greatly helpful
B. Quite helpful
C. Fairly helpful
D. Limited help
E. No help
F. Not applicable

(For Work Study Programs only - others check not applicable) Number of semesters actually placed in community.

______47

A. 1
B. 2
C. 3
D. 4
E. 5 or more
F. Not applicable

(For Work Study Programs only - others check not applicable) Number of jobs placed on in the community.

______48

A. 1 - 2
B. 3
C. 4
D. 5
E. 6 or more
F. Not applicable

POST SCHOOL TRAINING

Have you taken any of the following training since graduation from high school?

Academic Classes: A. Yes B. No Specify Type ______________ ______49

Consumer Education Classes (Money Management, etc.)

A. Yes B. No Specify Type ______________________________ ______50

Vocational Classes (Carpentry, plumbing, auto mechanics, vocational education, agricultural education, etc.)

A. Yes B. No Specify Type ______________________________ ______51

Apprentice training (formal and/or informal)

A. Yes B. No Specify Type ______________________________ ______52

EDUCATIONAL PROGRAM SUMMARY DATA

Rate your total education as it prepared you for the following:

How well it prepared you for the adult working world and its problems and demands:

_____53

A. Greatly helped D. Limited help
B. Quite helpful E. No help
C. Fairly helpful

How well it prepared you for the adult homemaking skills and problems needing solved:

_____54

A. Greatly helped D. Limited help
B. Quite helpful E. No help
C. Fairly helpful

How well it prepared you for the adult community living problems you met outside the job and home:

_____55

A. Greatly helped D. Limited help
B. Quite helpful E. No help
C. Fairly helpful

How well did your program prepare you to read in relation to the adult reading problems you face on the job, in the community and in the home:

_____56

A. Greatly helped D. Limited help
B. Quite helpful E. No help
C. Fairly helpful

How well did your program prepare you to do math in relation to the adult reading problems you face on the job, in the community and in the home:

_____57

A. Greatly helped D. Limited help
B. Quite helpful E. No help
C. Fairly helpful

Wouls you be willing to attend adult evening classes to improve your math, reading, homemaking, trade skills, consumer skills, etc.

_____58

A. Yes B. No C. Not applicable

Specify desired courses:____

COMMUNITY DATA

Number of traffic tickets received since drivers license issued.
(Do not include parking tickets)

A. Not applicable (No license)
B None
C. 1 - 2
D. 3 - 6
E. 6 - 8
F. 9 or more
____59

Have you ever been arrested? A. Yes B. No ____60

If yes, for what offence ______________________________

Have you ever been in jail, reform school or detention home? A. Yes
B. No ____61

If yes, for what offence ______________________________

Have you ever been on relief? A. Yes B. No ____62

Reason ______________________________

USE OF LEISURE TIME (Hobbies, Recreation, Etc.)

Indicate those following activities in which you have participated at least several times during the past two years.

Bowling (Usual score ______________)

Playing Cards (Preference ______________________________)

Dancing ______________

Swimming ______________

Attending Movies ______________

Collecting (What ______________________________)

Building (What ______________________________)

Repairing (What ______________________________)

Volunteer Work (What ______________________________)

Attend Social Clubs (Which ______________________________)

Attend Church (Which ______________________________)

Reading (What ______________________________)

Car Trips (Where ______________________________)

Other ______________________________

Other

GUIDELINES FOR PART II - Data Supplied by Interviewer

Complete these two pages after you have completed the others...so that you have more data to base your ratings upon. Give him the night school opportunities list to check while you do Part II to keep him occupied while you do this session.

NOTE: Do not show Part II to the graduate or let him peek at it while you are marking it!

Letter	Instruction
A-B-C-D	Make an attempt to rate the graduate's appearance as you might evaluate it if you were an employer and the graduate were applying for a job in competition with many other applicants. Try not to compare him to just other Special Education students.
E-F-G	Evaluate the Environment in comparison to the upper income areas of the community; these would receive an excellent rating. Now compare the graduate's home and neighborhood to these.
H-I-J-K	Same directions as for A, B, C, D above
L	Check not applicable and DO NOT PUT ANY mark on the IBM Sheet
M	Rate the intellectual level which seems to best describe the overall functioning of this graduate during the interview. How would he impress a stranger who might compare him to a regular high school graduate.
N-O-P-Q-R-S	Rate the graduate as if you were a personnel manager in a big company and he were applying along with many others for a job. Rate him average or better if he has no obvious handicap in the areas being rated. Rate him less than average if the handicap is obvious and detrimental to his application.
T-U-V	If spouse is NOT available to observe, or if graduate is single, check "not applicable." Rate the spouse as to your judgement of whether his or her appearance, abilities and general qualities are an asset or limitation to the graduate in his attempt to succeed in the adult word of homemaking, working, and solving daily living problems.
U	Rate the spouse on the total homemaking result as you have observed it. Inquire about the contribution made by the husband or wife to this net result before making the rating.
V	Does the spouse work? If so, does this extra income provide a significantly better level of living? Rate the degree of extra benefit provided by the level of salary earned.

POST-GRADUATION EMPLOYMENT

Job Sequence	Job Title	Company	Union		Duration in Months	Average Wage Per Hour	Ra Pr
			Yes	No			Ye
First Job After Graduation Lag Mos. ☐							
Next Job Lag Mos. ☐							
Next Job Lag Mos. ☐							
Next Job Lag Mos. ☐							
Next Job Lag Mos. ☐							

II. DATA SUPPLIED BY INTERVIEWER

Interviewer's Comments and Rating of Relevant Traits

		RATINGS						
		Excellent	Above Average	Average	Below Average	Poor	Not Applicable	
TRAIT	COMMENTS	A	B	C	D	E	F	
Personal Appearance (as viewed by employer)								
A. Face								63
B. Physique								64
C. Clothes								65
D. "Differentness"								66
Environment (Would you live there)								
E. Home Clean								67
F. Home Adequate								68
G. Neighborhood Attractive (Socio-economic)								69
Personality								
H. Adequacy for Adult Roles (Employee, spouse, neighbor)								70
Speech								
I. Articulation and Voice								71
J. Expression and Content Adequacy								72
Behavior/Manners								
K. Impression on Interviewer								73
Intelligence								
L. Measured I.Q.								74
M. "Perceived" I.Q.								75

		RATINGS						
		Excellent	Above Average	Average	Below Average	Poor	Not Applicable	
TRAIT	COMMENTS	A	B	C	D	E	F	
Handicaps for Employment								
N. Height								76
O. Weight								77
P. Orthopedic (Gait, Braces, etc.)								78
Q. Teeth (Missing, dirty, misplaced)								79
R. Sensory Inadequacy								
Hearing								80
Sight (Glasses, etc.)								81
S. Emotional Stability								
Speech Problems								82
Drug Problems								83
Comments on Spouse (If any)								
T. Asset or Liability to Subject's adult role success								84
U. Homemaking Skills								85
V. Provides Additional Income								86

What has helped you most to become able to be successful on the jobs which you have held?

What three things do you like most about your present job?

1. ______________________________

2. ______________________________

3. ______________________________

What three things do you dislike most about your present job?

1. ______________________________

2. ______________________________

3. ______________________________

What job would you like most to be doing if you could just name it and it was yours?

____

Why? ______________________________

How do you get to work now? ______________________________

Do you have a drivers license? A. Yes B. No ____87

Did you take Driver Education - Classroom Phase? A. Yes B. No ____88

Did you take Driver Education - Behind the Wheel Phase? A. Yes B. No ____89

How many days were you absent during your junior year. ____90

A. 0 - 4
B. 5 - 8
C. 9 - 15
D. 16 - 20
E. 21 - 40
F. 40 or more

His Estimate __________ Actual number from attendance report __________

NOTE TO INTERVIEWER:

If the number is over ten (10) ask what the reason was, such as playing truant, being sick, etc., and write the answer on the questionaire under this item.

Reason: ______________________________

Summary Statement by Interviewer regarding the subject's:

	Comments
Interest in the Project	
Cooperation with the Project	
Attitude toward Interviewer and Project	
Knowledge for Requested data	

Any additional comments by the Interviewer:

APPENDIX E

GUIDELINES FOR INTERVIEWING

INTERMEDIATE UNIT #4

Follow-up Survey Project

Guidelines for Interviewing

I. Establishing Contact

1. Call each of your assigned graduates to introduce yourself and make an appointment for the interview. If no phone is available, then visit the address in the evening. You may go to his place of employment to make the initial contact.

2. Briefly explain the project which is to contact all 250 of the 1970, 1971, and 1972 graduates of Special Education classes in Butler, Lawrence and Mercer Counties to determine what types of jobs they are working at and to provide a packet of new services available in this area which might be interesting and useful to you.

3. Ask for an appointment to meet them so that you can fill out a form which you must complete for each graduate.

II. Preparation for Interviewing

1. Practice reading the questionnaire aloud to at least two friends in order to become familiar with the instrument and the specific guideline instructions and to gain the mastery and confidence which will facilitate a smooth interview.

2. Fill in the IBM answer sheet for each interview for this practice also.

III. The Interview (At the Graduate's Home)

1. Thank the graduate for his/her willingness to cooperate and to have you as a guest in his/her home.

2. Assure the graduate that the school system is really interested in him/her and needs their help in improving the school program for other students still in school by getting his reactions to what school had done for him/her and by knowing how he/she is getting along in life.

3. Begin filling out the questionnaire and try to limit discussion to the questions on the form. Feel free to explain each item until you are certain he/she understands the intent of the question.

4. Be sure you enter the correct letter in the blank for the question. It is easy to put the actual number instead.

5. Be sure to get an answer for EVERY question. If there is some reason why any item can't be answered, write the item number and explanation on a sheet of paper and paper clip it to the front of the questionnaire. (This page is provided for you.)

6. CLARIFICATION OF SPECIFIC INSTRUCTIONS FOR CERTAIN ITEMS.

NOTE: At the top of the first page of the questionnaire please fill in:

Interviewed by: ______________________ Date:__________

Item Number	
1	Put student's full name including middle initial. If a girl is married, put her maiden name in parenthesis. Do not put anything in the answer space where the "F" has already been inserted. Disregard "use assigned number" and "see list for code."
4	This is the psychologicla result or I.Q. of the last individual test given by a psychologist. This has been provided on your list of interviewees. Find the correct range for this I.Q. and put the appropriate letter on line #4.
14	Guardian line - indicate why a subject has been assigned a guardian (Example: death of parents, court ruled parents unfit, etc.) and then indicate whether guardian is a relative (i.e. grandmother, uncle, etc. or a non-relative.)
15 & 16	These ratings are relative to the parent OR guardian with whom the student lived during high school.
18	Interviewer selects subject's most accurate place in the sibling series. If NO siblings (subject is an only child), then place D for the answer.

19 Criteria for deciding on job classification:

Write in the best job title and, if in doubt about classifying this job, indicate so on the blank sheet attached to the front of the questionnaire and the I.U. office will classify it.

Unskilled - the job can be learned by average ability new workers placed on the job in one or two days with no prior training.

Semi-skilled - job can be learned by average ability new worker in a one or two week period with no prior training.

Skilled - job requires specialized training through apprenticeship trade school or school operated by the company usually of a number of weeks or months duration.

Professional - job usually requires college level preparation.

20 Same comments as used in #19.

21 Where the questionnaire says urban - only New Castle, Butler and Sharon qualify for this answer.
Suburban - count any other city, town, village, etc., as being in this answer.
Rural - all rural or farm area addresses.

22 Work out age if he gives a grade (Grade + 5 = age level), but be sure to ask about grades repeated in determining this age.

23 NOTE: If less than three years in Special Education the graduate should not be in the study and you should indicate this and close the interview pleasantly and leave.

24 District is mispelled (districted), but otherwise this item is ok.

25 If student should deny that he was in Special Education, state that the records show that he was and continue as if it didn't matter. RECORD this on the top of the first page.

29 Ask if club program was available in high school, such as rifle club, library club, chess club, science club, outdoor club, FFA club, cooking club. Ask if graduate belonged to a club most of the time available, etc. If no club program, please insert letter "E" for not applicable.

33 Explain the part-time assignment in the library, cafeteria, etc. typically used. Ask if he did this in 7th, 8th and 9th grade and report involvement in number of semesters.

35 Give subject the rating scale on the last page of this guideline for use in next several items.

Stress that he/she is to be as honest and candid as possible. Try to have them differentiate between the imput of the school and the success he has had. Because he does well at math, he might say school was good in preparing him. Ask him to rate the school program NOT how good he is NOW in that skill.

39 - 46 Ask the subject to look at the Rating Scale while reading items slowly to him/her. These items refer to the Senior Year program of the subject (one of the four listed at the top of the page). Ask first if they have taken any classes or instruction anywhere since graduating - then go into each area below.

49 Give more examples such as math classes, reading classes, etc.

50 Give more examples such as cooking, classes, sewing, budgeting, insurance and carpentry classes.

62 Explain apprentice program as learning to be a bricklayer by working with one; or learning to be a mechanic by working with one--could be for pay or not paid.

Following 62 USE OF LEISURE TIME - First ask subject what he/she does with their free time for fun, recreation, hobbies, etc., after checking those things mentioned, then ask about residual items he did not mention. Put a check mark in front of each item which subject participates in and clarify nature of the activity on lines.

Under Other: Add -TV watching as one to ask each subject about as a major leisure time activity.

Add - Sewing (for girls), knitting, crocheting.

For specific areas of:

Collecting - Ask: Do you have a hobby of collecting anything (such as stamps, matchbooks, etc.)?
Building - Ask: Do you have a hobby or enjoy building anything (such as model boats, planes, cars, etc.) or wood working?
Repairing - Ask: Do you have a hobby or enjoy repairing appliances, furniture, radios, cars, etc.?
Volunteer Work - Ask: Have you ever collected funds for some organization, or served one in any other way.
Attend Social Clubs - Ask: Do you belong or attend any clubs, teams lodges, or organizations of any kind. Suggest card clubs, service clubs, nationality clubs, sports groups such as bowling teams, fraternal organizations such as Moose, Elks, etc.
Reading (What) ______________________________

EVERY INTERVIEWER please write in on the questionnaire the answer to these questions under reading.

1. Do you read a newspaper? Yes ___ No ___ How ofter per week___

2. Did you read a newspaper frequently in Special Education Classes in High School? Yes ___ No ___

POST-GRADUATION EMPLOYMENT RECORD

Heading	Instruction
Job Sequence	In the box marked lag months, put number of months lag between graduation and first job, on next job, put lag between first and second job, etc. State what subject is/was doing between graduation and first job or between any jobs. Example: just looking for work, going to school, sick,in the hospital, etc.
Company	Also list city in which company was located
Wages	Write on each questionnaire on the bottom margin: Current annual wage $_________ Compute best figure of his/her annual wage by multiplying hourly wage times hours per week that he works and that total times the number of weeks per year that he works. If graduate knows his annual salary, ask for it, rather than computing it.
Duration	Indicate duration of present job by number of months and write "still there." If currently unemployed indicate this on new line and put number of months in duration column.
Why Left Job	If fired, press for real reason.
Type of Supervision	Ask if boss was interested in him/her, if they took time to help them to learn and do the job, if the boss would listen to problems or needs. Ask if the boss was nasty, a grouch, or a nice guy. Ask if boss liked or disliked subject and his work on the job.
Raises & Promotions	Also put how many he has received in "yes" column.

Next page	Press for two or three answers to first question on what has helped the graduate most to be successful on his jobs.
Item 90	Ask subject for HIS estimate of the number of absences for his junior year and ask why if this number is over 10: ask if sick a lot or if he played truant a lot and write in his answer. Get the actual total number of absences for this year from the school attendance records if possible. If you are not able to get this data, write: #90 "I do not have access to the attendance records," on the blank sheet and clip to the front of the questionnaire and leave the answer space on the IBM sheet blank. The IU office will then attempt to secure the data.

GUIDELINES FOR SUMMARY RATINGS

Interest - Make a comment on the degree of interest in the interview displayed by the graduate: passive, eager, inquisitive, etc.

Cooperation - Make a comment on hwo helpful the graduate was during the interview. Did he/she attempt to go beyond the minimal answers and provide in-depth responses. Did he attempt to get additional data from husband/wife or parents or records when he didn't know? Etc.

Attitude: Make a comment on how friendly the graduate appeared: Hostile, vague, blunt, paranoid, "reluctant victim," etc.

Knowledge: Make a comment on the graduate's command of the facts and opinions required in the interview. How dependent is he on others for recalling data about his own life.

Additional Comments:

Please comment on your summary feelings about the graduate's general reaction to the Special Education Program; its teachers, curriculum, stigma and benefits.

Also, jot down any other data you have discovered during the interview which you feel significant or interesting about this graduate.